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ABSTRACT

After five years existence of the Southeast Asian Ministers of Education Organization (SEAMEO), the training programs at the various centers and projects are beginning to create an impact on educational development in Southeast Asia. Graduates from the SEAMEO centers have made substantive contributions in various fields of specialization in their respective countries. However, no formal recognition of the degrees, diplomas, and certificates given by the various SEAMEO centers and projects has ever been jointly established by the SEAMEO countries, and thus certain difficulties have arisen which could jeopardize the professional advancement of SEAMEO graduates. It is SEAMEO's intention to work for certain forms of common criteria in the evaluation and recognition of the academic qualifications and awards given by the project centers. This report contains recommendations, background papers, country reports, and reports from project centers which may interest a wide public since the interrelationship between agencies such as Ministries of Education, Civil Service Commissions, and educational institutions is brought to the fore. The participating countries (Indonesia, Khmer Republic, Laos, Malaysia, Phillipines, Singapore, Thailand, and Vietnam) sought to identify relevant problems and explore the possibilities of establishing certain criteria with regard to the evaluation of credentials and the recognition of academic accomplishments under the auspices of SEAMEO. (RC)

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SEAMEO

SEMINAR ON THE EVALUATION AND IMPLEMENTATION OF SEAMEO PROJECTS/DIPLOMAS

INVITATIONAL SEAMEO REGIONAL CENTRES AND PROJECTS

FINAL REPORT 2 CHIENGMAI 24th-27th MAY 1971

TM005 215

SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION

SEMINAR ON THE EVALUATION AND RECOGNITION OF DEGREES, DIPLOMAS AND CERTIFICATES OF SEAMEO REGIONAL CENTRES AND PROJECTS

FINAL REPORT

A.I.D.
Reference Center
Room 1656 NS

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CHIENGMAI **24 th-27th May, 1971**

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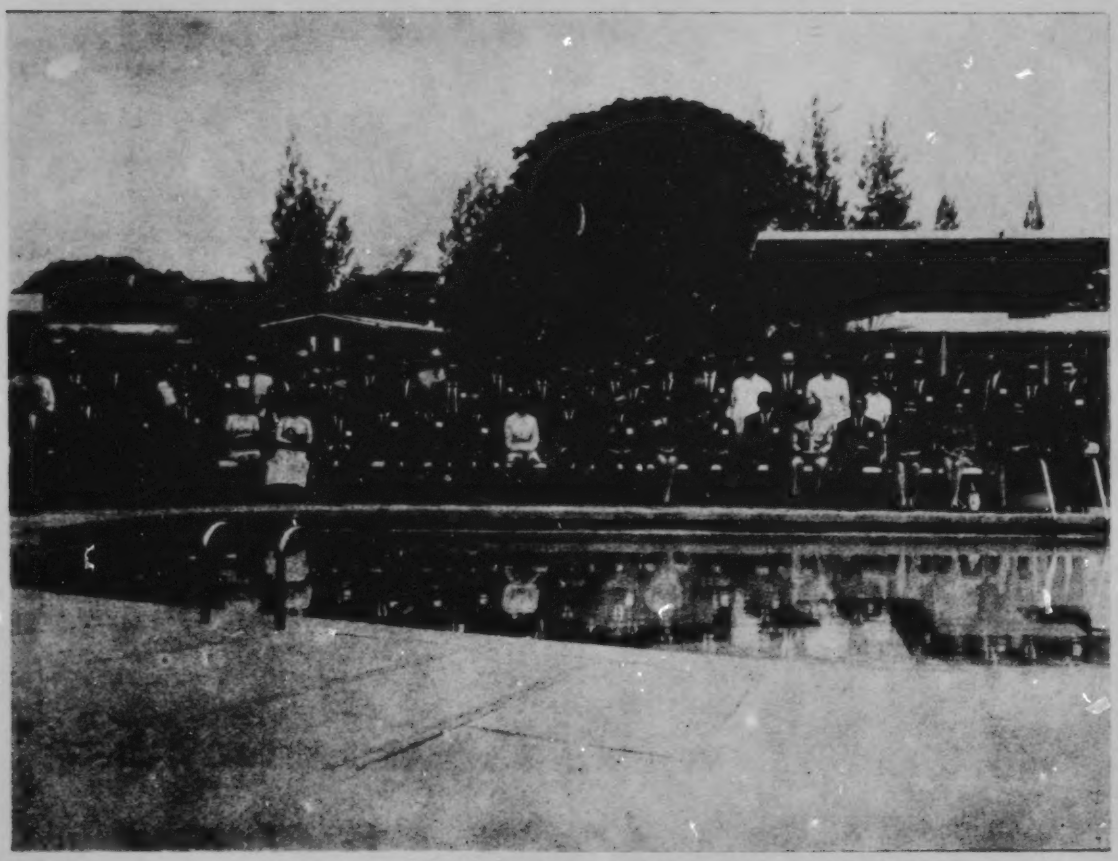

Participants and Guests at the Opening of the Seminar, Railway Hotel, Chiengmai, 24th May 1971

A. INTRODUCTION

The Southeast Asian Ministers of Education Organization (SEAMEO) has been in existence for more than five years now. The training programmes at the various Centres and Projects are beginning to create an impact upon the educational development in the Southeast Asian region. Graduates from the SEAMEO Centres have well succeeded in making substantive contributions in various fields of specialization within their respective countries. However, no formal recognition of the awards given by the various SEAMEO Centres and Projects has ever been jointly established by the SEAMEO countries, and thus certain difficulties have arisen which could jeopardize the professional advancement of SEAMEO graduates. It has, therefore, been the intention of SEAMEO to work for certain form of common criteria in the evaluation and recognition of the academic qualifications and awards given by the Project Centres. As far back as 1968, the Co-ordinating Committee of the Regional English Language Centre (RELC) gave consideration to this problem, which eventually was brought up for discussion at the Meeting of Project Directors and High Officials in November, 1969. Concrete proposals were eventually made with regard to this problem at the Fifth Meeting of the Project Directors and High Officials in November, 1970, and a draft resolution was prepared for submission to the Sixth Conference of the Southeast Asian Ministers of Education Council (SEAMEC) held in Saigon in January 1971. The Council finally passed the following resolution:

"That the Council support the Secretariat's proposal to convene, at the most convenient time, a seminar on the evaluation of certificates/diplomas/degrees of SEAMEO regional centres to be attended by experts from the Ministries of Education and the Civil Service of the member countries and the directors of the project centres."

Acting in accordance with the Council's resolution, SEAMES organized "the Seminar on the Evaluation and Recognition of Degrees, Diplomas and Certificates of SEAMEO Regional Centres and Projects" in Chiengmai, Thailand, from 24th to 27th May, 1971, attended by representatives of the Ministry of Education and the Civil/Public Service Commission of the member countries, project directors and representatives, international consultants and observers from national as well as international organizations and agencies. The Seminar was financed by a generous grant from the Royal Netherlands Government.

The present Final Report of the Seminar may also be of relevance to institutions and agencies outside SEAMEO's jurisdiction, since the problem of recognition of academic and professional awards is universal in character. The recommendations of the Seminar may serve as guidelines for further action in this direction, and SEAMES hopes that our contribution in this respect, however modest, will be of some use to interested individuals, institutions and agencies. The Report also contains background papers, country reports and Project Centres' reports* which may interest a wider public, since it is here that the inter-relationship between agencies such as Ministries of Education, Civil Service Commissions and educational institutions is brought to the fore. The outcome of the Seminar may not be conclusive, but we hope that we have at least managed to identify relevant problems and explored the possibilities of establishing certain criteria with regard to evaluation and recognition of academic awards. The findings of the Seminar might serve useful purposes for all those who are engaged in similar activities.

* Owing to financial constraints, the Secretariat has been compelled, in the printed version of the Final Report, to leave out all the appendices to the Project Centres' Reports which give details of the various courses offered by the Project Centres. Information relative thereto can be obtained from the respective Centres or from SEAMES.

B. PROCEEDINGS

Opening Ceremony

The four-day Seminar on the Evaluation and Recognition of Degrees/Diplomas/Certificates of SEAMEO Regional Centres and Projects, convened by the Secretariat of the Southeast Asian Ministers of Education Organization, was officially declared open by the Deputy Governor of Chiengmai on Monday, May 24, 1971 at the Railway Hotel, Chiengmai.

Present at the Opening Ceremony were representatives of the Civil Service and Ministry of Education of SEAMEO member countries; Directors of the SEAMEO Regional Centres and Projects; Consultants from the Regional Economic Development Office, Bangkok, and the Ford Foundation; the Lord Mayor of Chiengmai; the American and Burmese Consuls; the Director of USIS of Chiengmai; the Rector and Vice-Rector of Chiengmai University; the Deans of the Faculties of Humanities, Social Sciences, Agriculture, Medicine, Education and Science of Chiengmai University; senior officials of the Thai Government; observers from the Royal Netherlands Government, ASAIHL and the Institute of International Education; and the SEAMES Director and staff.

In his Opening Speech, *the SEAMES Director*, General Netr Khemayodhin, mentioned that within the month of May SEAMES organized two international seminars to deal with urgent problems common to the SEAMEO countries and which call for concerted efforts in seeking their solution. He expressed SEAMEO's appreciation to the Royal Netherlands Government for her financial assistance for the two seminars in question. The problem which the Seminar was dealing with is a universal one; nobody has yet been able to find a magic formula for the establishment of degree equivalences and the recognition of academic awards and standards.

The problem that SEAMEO faces is of a particular nature in that most of the Organization's programmes have a training function as their main feature. Although SEAMEO has been trying to achieve some form of unity in various fields of activities, it must be conceded that there is still a long way to go before the Organization would be able to establish collective educational criteria. The Organization has no intention to transcend national differences by way of eliminating all national characteristics, but the problem facing the Organization will have to be solved if SEAMEO hopes to carry on with its regional training programmes.

Despite the fact that the trainees from member countries have different educational background, the training at the various Centres has been quite successful, for which the Directors and staff of the Centres are to be congratulated.

Another problem facing the Organization pertains to the recognition to be given to the training received at the various Centres. If no suitable recognition is given by the home countries to the awards of the SEAMEO Centres, there is a possibility that after a few years the response for participation in the programmes and activities of the various Centres would diminish. Recognition could be viewed from several aspects, for instance, as an intellectual enrichment for the individual trainees or in terms of salary increase or promotion, etc.

Chiengmai has been chosen as the venue for the Seminar not only because of its congenial atmosphere but also because it is an ancient seat of culture and learning. In closing, the SEAMES Director thanked the Deputy Governor of Chiengmai for the warm hospitality accorded to the participants, and invited him to declare open the Seminar.

In his Opening Address, the *Deputy Governor of Chiengmai* extended his warmest welcome to all the participants of the Seminar. The city of Chiengmai is proud and honoured to have been chosen as the venue of the Seminar. It was in 1968 that the Third Meeting of SEAMEO Project Directors and High Officials was also held here.

In view of the importance of education to national development, Chiengmai is proud of having become one of the most significant seats of learning in Thailand. Apart from the Chiengmai University which

is fast-growing, the city has other major educational institutions such as the Teacher Training College and the Technical College which are making their contributions towards the educational development of the country.

As a city with a rich cultural heritage, Chiengmai is of great interest to those who are interested in traditional architecture, anthropology, art and in the beauty of nature. He regretted that H.E. Sukich Nimmanheminda, Minister of Education, Thailand, was not able to preside at the Opening Ceremony himself. Since His Excellency is a native of Chiengmai, he would have been able to tell the participants more about the charms of this beloved city.

Finally, wishing it every success, the Deputy Governor declared open the Seminar on the Evaluation and Recognition of Degrees/Diplomas/Certificates of the SEAMEO Regional Centres and Projects.

FIRST PLENARY SESSION

Election of Chairman

On the nomination of the delegation from Indonesia, which was seconded by the delegation from Malaysia, Mr. Charoon Vongsayanha, Head of the delegation from Thailand, was unanimously elected Chairman of the Seminar.

Election of Vice-Chairman

Dr. Do Ba Khe, Head of the delegation from Vietnam, was unanimously elected Vice-Chairman of the Seminar on the nomination of the delegation from Laos, which was seconded by the delegation from Singapore.

Appointment of Rapporteur-General

Mr. Khoo Eng Choon, SEAMES Assistant Director, was appointed Rapporteur-General for the Seminar.

Remarks by Chairman of Seminar

Mr. Charoon thanked the meeting for having elected him Chairman of the Seminar. Despite the diversity in its systems of value, education and administrative practices, Southeast Asia should be able to cooperate in view of its relatively small size. He stressed the need for cooperation for survival, and the subject of the Seminar could be a test of the spirit of the peoples of the region in cooperating among themselves. He appealed for the full cooperation of the participants to help him in the difficult task of chairing the Seminar.

Adoption of the Agenda

A proposal was made that the presentation of the Centre reports be made before the representatives of the Civil Service and the Ministry of Education present their reports/working papers. After some discussion, it was finally resolved that the representatives of the Civil Service and Ministry of Education of member countries present their reports/working papers first, as originally proposed in the provisional agenda. Finally, the provisional agenda was adopted, subject to the addition of an item "Orientation by the SEAMES Director" to be inserted after item No. 3 under "Plenary Session".

Orientation by the SEAMES Director

In his brief orientation address, the SEAMES Director indicated his awareness of the difficult task of the Seminar, but at the same time expressed his belief that some criteria could be established with regard to the recognition of SEAMEO awards. The problem of evaluation is a universal one, but insofar as SEAMEO is concerned, the Seminar will focus only on SEAMEO awards. While SEAMES has no intention to press for commitments on the part of representatives from member countries, nevertheless he hopes that the Seminar will come out with definite recommendations for SEAMES to act upon. He then called upon the *Assistant Director of SEAMES* to present the SEAMES paper for the Seminar.

Presentation of SEAMES Working Paper

Following Mr. Khoo's presentation of the SEAMES paper, the Project Leader of SEARCA pointed out that in addition to the degree courses, SEARCA also conducts short term, specialized courses for participants from SEAMEO countries.

The Director of RECSAM expressed the view that it is not strictly correct to refer to non-degree, short-term, intensive courses conducted by the Centres as similar to in-service training programmes conducted by member countries. Training courses at the various Centres are of a higher level than national in-service training courses. This view was also shared by the Director of RELC, who reminded the Meeting of the philosophy of SEAMEO. She pointed out that the Regional Centres were established because the Ministers of Education of the member countries felt that there were gaps in the educational systems in Southeast Asia to be filled through cooperative effort and endeavour. These Centres are to plan and implement programmes to up-grade the standard of education in Southeast Asia and as such their training serves a broader purpose than the in-service courses of member countries.

Presentation of Reports/Working Papers by Representatives of Civil Service and Ministry of Education of Member Countries

The representatives of the Civil Service and the Ministry of Education, *Indonesia*, and the representative of the *Khmer Republic* presented their reports/working papers before the close of the morning session.

SECOND PLENARY SESSION

Continuation of the Presentation of Reports/Working Papers by Representatives of Civil Service and Ministry of Education of Member Countries

After luncheon, the representatives of the Civil Service and Ministry of Education of *Laos*, *Malaysia*, *Philippines*, *Singapore*, *Thailand* and *Vietnam* presented their reports/working papers till the end of this session.

THIRD PLENARY SESSION

This session was chaired by the Vice-Chairman of the Seminar. Before the presentation of the reports of the Centres, the Chairman welcomed to the Seminar Dr. Gembong Tjitrosoepomo, the Assistant Director of BIOTROP, who had just arrived.

Presentation of Centre Reports/Working Papers

As agreed by the Meeting, the reports of SEARCA and TROPMED, the two Centres whose training programmes lead to award of degrees, were to be presented first. Accordingly, the report for **TROPMED** was presented by Dr. Tan Chongsuphajaisidhi, Assistant to the Secretary-General of the Central Coordinating Board.

Following the presentation of the TROPMED report, a number of questions were raised by the delegates about the Certificate in Public Health (CPH) and Master of Public Health (MPH) courses offered at the Institute of Public Health, University of the Philippines, which was reported not to be formally recognized and accepted in Malaysia for post-adjustment or promotion.

The delegate from Malaysia explained that the CPH and MPH courses referred to have not been recognized by Malaysia because they have not been assessed. He added that the Ministry of Health of Malaysia in cooperation with the Medical Council of Malaysia is responsible for the evaluation of degrees relating to health and medicine. He assured the TROPMED representative that upon his return home he would request the two bodies concerned to look into the question of the evaluation and recognition of the CPH and MPH courses of the Institute of Public Health, University of the Philippines.

In response to an inquiry why Singapore has not sent participants to the CPH and MPH courses in Manila, the delegate from Singapore informed the Meeting that the Faculty of Medicine of the University of Singapore itself conducts Diploma in Public Health (DPH) courses and Singapore has had some difficulty in finding sufficient candidates for this course. Consequently, it has not sent any trainees for the CPH or MPH courses at the Institute of Public Health, University of the Philippines. In his opinion, the equating of certain qualifications of the TROPMED training programmes to master's degrees is not really crucial. What is important to bear in mind is that these qualifications are specialist qualifications.

In reply to a question, Dr. Tan explained the set-up regarding the organization and conduct of the courses under the TROPMED programme by the various institutions of the member countries.

Elaborating on the explanation given by Dr. Tan concerning the difference between the CPH and the MPH courses at the Institute of Public Health, University of the Philippines, the delegate from the Philippines informed the Meeting that in the Philippines only the most promising doctors are selected for the CPH and MPH courses. The difference between the CPH and MPH courses is that for the latter the candidates will have each to write a research thesis.

Dr. M.D. Leonor Jr., a staff member of SEARCA, presented the working paper of **SEARCA,** following which the delegate from Vietnam urged the Centre to provide greater flexibility in its admission requirements in order to suit the qualifications of trainees from member countries. In this way would it then be possible for the programmes of the Centre to meet the needs of a particular country. Dr. Leonor assured the Meeting that SEARCA tries to be as flexible as possible in regard to admission requirements in order to accommodate the situation and needs of member countries. He stressed, however, that graduation requirements are fixed by the faculty and are never compromised.

In response to the clarification sought concerning the relationship of SEARCA and the Los Banos complex, Dr. Leonor explained at some length the relationship between SEARCA and the College of Agriculture of the University of the Philippines (UPCA) with regard to administration, staff and academic programmes. SEARCA is autonomous in regard to its administration; its professional staff hold joint appointments in SEARCA and the UPCA; the Centre academic programmes are grafted to those of the UPCA.

With regard to trainees under the SEARCA programme being awarded degrees by the UPCA, Dr. Jacobs, Consultant to the Seminar, also informed the Meeting that the award of certificates and diplomas for trainees under the TROPMED programme are also made by the national institutions of member countries participating in the project.

In relation to the remark of Dr. Leonor that agricultural degrees from the Philippines are not accorded the same level of recognition in terms of emoluments, the delegate from Thailand suggested that SEARCA write to the Civil Service Commission of Thailand for review of the matter.

The delegate from Malaysia indicated that agricultural degrees from Philippine institutions are likely to be recognized by Malaysia although no definite decision on this has yet been made.

The delegate from Singapore commented that there should be no problem in recognizing a training course if it is relevant to the needs of a country. Therefore, it is not the question of the "sensitivity" of a member country towards recognition of training courses in other countries, but rather the "utility" of the courses itself.

FOURTH PLENARY SESSION

This session was chaired by the Chairman of the Seminar who invited Dr. Brohm, observer from the Institute of International Education, to make his observations before resuming the presentation of the working papers by the Centre Directors.

Dr. Brohm remarked that there appears to be some confusion on terminology, namely, between *accreditation* and *recognition*. Accreditation is a word that has very specific meaning in the language of those concerned with academic admissions, and should be distinguished from the more general term of "recognition". To accredit is "to designate an educational institution as being of acceptable quality in criteria of excel-

lence established by a recognized accrediting agency or association". Accreditation is a process that affects institutions; recognition is properly concerned with the academic credentials awarded by institutions.

Continuation of Presentation of Centre Reports/Working Papers

In compliance with the request of the Director of RECSAM, who had to leave on the following day, the report of **RECSAM** was presented before those of BIOTROP and INNOTECH.

Following the presentation of the RECSAM working paper, a number of questions were raised by the delegates relating to the evaluation of the proficiency of trainees before and after a course, the sending back of trainees found to be unsatisfactory, and the submission of confidential reports on the work of trainees. The RECSAM Director indicated that with regard to evaluation, tests are given periodically and remedial work is given to those trainees found to be in need of such. As for sending back unsatisfactory trainees, the Centre would be prepared to do this if it is established beyond doubt that a trainee would not derive any benefit from his training. On the subject of submitting confidential reports to member countries on the work of trainees, RECSAM would comply if such a request was made to it.

The delegate from Indonesia emphasized that the training at the Centres should aim at being of high quality. It is far better for the training received by participants to *earn* recognition for the trainees through demonstration of proficiency or excellence than to *buy* recognition through resolution or pleading.

Dr. Robert Jacobs reminded the participants of the purpose of the establishment of RECSAM, RELC and INNOTECH, which is the training of key personnel for member countries. In view of this, admission requirements should not be too rigid, otherwise some of the key personnel in member countries would not qualify.

On the question of whether short term courses of RECSAM could be accepted or recognized by universities for graduate credit, a number of representatives of the member countries indicated that this would not be possible insofar as their countries are concerned. Since the universities in some countries are autonomous, this will have to be negotiated with the institutions concerned.

On this subject, Dr. Jacobs expressed the view that on the basis of the personal data of the trainees at RECSAM, it is unlikely that these trainees would want to use the training at RECSAM to earn them credits for higher degrees. He pointed out that if attempts were made to secure recognition of training programmes for graduate credits, then the original orientation of the various Centres would inevitably be changed since the admission requirements of the universities according recognition to the Centre training programmes would have to be met.

The working paper of **BIOTROP** was presented by the Centre Assistant Director. Following the presentation, it was suggested by the Singapore delegate that in the evaluation of a trainee's work, perhaps it would be more beneficial for BIOTROP staff to also discuss with the participants what they have gained from their training at BIOTROP.

On the question of evaluation, the RELC Director informed the Meeting that at the RELC evaluation is always borne in mind and this is done from two angles, namely, internal and external. Internal evaluation involves comments by the instructors, questionnaires to be completed by the course members, staff meetings to discuss the progress of the trainees, and the maintenance of progress charts for the course members.

In the case of external evaluation, three sets of questionnaires are under preparation. One of these sets will be sent to the Ministry of Education, another to the course member and the third to the immediate superior of the course member. These questionnaires will enable the Centre to follow up on the trainees and receive the necessary feed-back about them.

Formation of Select Committee

Following the explanation by the Chairman of the purpose of the formation of the *Select Committee*, the Meeting appointed the following participants as members:

1) Mr. Charoon Vongsayanha	—	Chairman of the Seminar
2) Mrs. Tai Yu-lin	—	RELC Director as Representative of the Project Directors
3) Miss Ligaya Jorge	—	of the Philippines as Representative of the Civil Service delegates
4) Dr. Do Ba Khe	—	of Vietnam as Representative of the Ministry of Education delegates
5) Mr. Khoo Eng Choon	—	Rapporteur-General of the Seminar

FIFTH PLENARY SESSION

Continuation of Presentation of Centre Reports/Working Papers

After the Interim Director of **INNOTECH** had presented the working paper for his Centre, the delegate from the Philippines suggested that with regard to the project proposals that the interns plan to carry out in their respective countries after completion of training at INNOTECH, it would be more advisable for the project proposals in question to be put up by the intern to his Ministry of Education during the visit of educational managers and educators to the member country.

The last working paper presented was that of **RELC** by the Centre Director, Mrs. Tai Yu-lin.

Following the presentation, a number of questions were raised with regard to the number of hours of the RELC four-month training course. The RELC Director informed the Meeting that the training course in question is equivalent to 400 hours of classroom work, of which 100 hours are for "special assignment". Commenting on suggestions that the training course in question be extended over a longer period, Mrs. Tai pointed out that extension of the period of the course beyond four months would have two implications, namely, the scholarship costs would be considerably increased, and member countries may not be in the position to spare their key personnel for long period of training.

The delegate from the Khmer Republic indicated that his country would very much like the RELC to plan a special course for her officials — lasting not longer than two months — to assist them in the learning of English which would improve their capability in the handling of the language.

The delegate from Indonesia suggested that the training programme of RELC be more "personalized" to meet the qualifications and needs of the participants of member countries. To this the RELC Director replied that the Centre does tailor its programmes in every possible way to suit the participants' needs and qualifications, particularly in view of the diverse background of the trainees coming to the Centre and the different roles that they are expected to play after training.

A number of consultants made their observations during this session. Dr. Jacobs pointed out that the various SEAMEO Centres face different kinds of problems for which different kinds of solutions must be found. For example, some Centres conduct short-term, non-degree, intensive programmes for which no minimum admission requirements are set, since such programmes are intended for key personnel of member countries and have to be specially tailored and problem-oriented. He is of the view that it would be highly inadvisable at this juncture to change the orientation of the Centres' programmes simply to comply with requirements of academic institutions for graduate credits. He then suggested a number of possible steps to enhance the prospects of recognition of the training at Regional Centres.

Dr. Davidson of the Ford Foundation warned against over-concern for accreditation which, in the experience of the United States, had led to undesirable uniformity among the universities in that country. He suggested that it would be of tremendous benefit if the Regional Centres cooperate not only with universities in the host countries but with universities in the region as well. Further, there should be better exchange of information between the Regional Centres and other interested institutions, and that the Centres should maintain flexibility in their programmes.

Dr. J.D. Williams, Ford Foundation Consultant to SEAMES, pointed out that the Regional Centres are new institutions specially created to do new things. He warned that to set them up along established academic patterns would restrict their activities and development.

The delegate from Laos expressed the view that the Regional Centres have been set up to improve the knowledge and skills of participants of member countries. As he sees it, it is premature to consider the recognition of the training or qualifications acquired by the participants at the various Regional Centres since the participants have not yet shown proof of their competence.

The delegate from the Philippines suggested that perhaps there is a need for the Civil Service Commissions of member countries to look into the question of revising or amending the existing rules and regulations pertaining to the recognition of degrees, particularly SEAMEO awards, if they are to be in tune with and responsive to the forces of change and development now underway.

Before the session ended, the Chairman requested those delegates who wish to submit proposals/ recommendations for the consideration of the Select Committee to hand in their submissions to the Rapporteur-General before 14.00 hours.

Select Committee Meeting

Members of the Select Committee met to formulate recommendations and to review the draft report of the Seminar. The proposed recommendations of the Select Committee were based on the discussions that had taken place earlier and on the written proposals made by a number of the delegates.

After considerable deliberation, the Select Committee proposed 12 recommendations which were discussed by the Seminar at the sixth plenary session.

SIXTH PLENARY SESSION

Recommendations of the Seminar

The Seminar, after prolonged discussion, finally adopted the following recommendations:

1. *That Ministries of Education of member countries give careful attention to the selection of participants for training at the Centre: to ensure that admission requirements as specified by the Centres are complied with and that the nominees are qualified to participate in the particular courses being offered.*
2. *That Centres make available to Ministries of Education or sending agencies concerned, on a confidential basis, assessment reports of trainees when such requests are made.*
3. *That certificates awarded by the Centres indicate the duration of the training programme, and list the courses taken including any special assignments or research projects undertaken.*
4. *That on completion of training, the returned participants be assigned by the authorities concerned to posts which would afford them maximum utilization of the training received at the Centres.*
5. *That formal entry be made in the service record of the participant who has completed training at any Centre, and that the professional experience acquired be given appropriate consideration for advancement purposes.*
6. *That SEAMEO member countries be urged to extend the same recognition to certificates and degrees granted under the SEAMEO programmes as is accorded to comparable awards or qualifications obtained from institutions in the home countries and/or reputable institutions outside the region.*
7. *That Ministries of Education/appropriate Civil Service authorities of member countries assist recipients of SEAMEO certificates who, upon approval of the proper authorities, wish to pursue further studies in line with their training in making approaches to institutions for recognition of their training, wherever possible, in conformity with the admission policies of the institutions concerned.*
8. *That SEAMEO formally request ASAIHL to make available to SEAMEO, at the earliest possible time, the results of their study of degree equivalences and institutional recognition of degrees among the colleges and universities of Southeast Asia.*
9. *That SEAMEO also explore the possibilities of collaboration and cooperation from other institutions or agencies, such as RIHED, in regard to recognition and equivalences of degrees.*
10. *That Centres establish appropriate mechanisms that would enable them to be constantly aware of and responsive to the basic problems and needs of the member countries in regard to their training programmes. Such mechanisms would include the following:*

a) *Establishment of links between national centres and/or programmes and the Regional Centres.*
b) *Continuous evaluation of programmes to provide feed-back from both participants and employing agencies/institutions.*
c) *Clear definition of the policy-making and programme-review functions of the Governing Boards.*

11. *That Centres, in the announcement of courses, provide adequate information relating to minimum admission requirements, course content, and activities expected of trainees in order to assist nominating agencies in making effective selection and to inform prospective participants of course requirements in advance.*

12. *That SEAMES take appropriate steps to ensure that continuing dialogue is maintained among Ministries of Education, Civil Service authorities and Centres in furtherance of the objectives of SEAMEO.*

Adoption of Draft Final Report and Press Release

The draft final report and the draft press release were adopted by the Seminar, subject to the amendments discussed and agreed upon.

Closing Ceremony

In the closing session of the Seminar, *the SEAMES Director* expressed his gratification and satisfaction with the lively interest shown by the representatives of the Civil Service of the member countries in regard to the problems discussed at the Seminar. Far from being dogmatic as some cynics might have made them out to be, they have shown a most understanding, cooperative and flexible approach to the problems discussed. What is most encouraging was the view expressed that perhaps there is a need for a revaluation of the existing Civil Service rules and regulations in the light of the new forces and development in the educational field.

The SEAMES Director believed that this Seminar had provided a unique opportunity for educators and Civil Service officials to establish contact, thereby enhancing the prospects for better mutual understanding. He hoped the Civil Service officials would have gained a better idea of the work of the various Regional Centres and the kinds of problems they are faced with.

Referring to the recommendations adopted by the Seminar, the SEAMES Director indicated that they would be submitted to SEAMEC for consideration, and is optimistic that they would be endorsed.

In closing, the SEAMES Director reiterated SEAMEO's appreciation to *the Royal Netherlands Government* for its financial support of this Seminar. He then thanked the representatives of the Civil Service and the Ministries of Education of member countries, the Project Directors, and the consultants from the Ford Foundation and the Regional Economic Development Office, Bangkok, for their invaluable contribution. He congratulated the Chairman for his fine leadership in the conduct of the Seminar and the Select Committee meeting. He looked forward to the Chairman's support on future occasions just as he had done in the past. The SEAMES Director also thanked the Vice-Chairman for his contribution to the success of the Seminar. Finally, on behalf of SEAMEO, the SEAMES Director expressed his gratitude to the city of Chiengmai for its warm hospitality. The Chiengmai Seminar will go down in the annals of SEAMEO as a landmark in regional cooperation and understanding.

Speaking on behalf of the participants, *the delegate from Indonesia* expressed their gratitude to the authorities of Thailand for the cordial hospitality accorded them both in Bangkok and in Chiengmai. He congratulated the SEAMES Director on the excellent arrangements for the Seminar which, together with the sight-seeing and social functions, were enjoyed very much by all the participants.

In his closing address, *the Chairman of the Seminar* thanked the participants for their patience, understanding and responsiveness to the problems discussed, which had contributed to the success of the Seminar. He thanked and congratulated the SEAMES Director for the fine organization of the Seminar. Finally, he expressed gratitude to the Chiengmai authorities for their warm hospitality accorded to the participants.

C. BACKGROUND PAPERS

PROPOSED STRUCTURE OF THE SEMINAR

Assuming that the provisional agenda for the Seminar was adopted by the Meeting, it is proposed that the SEAMES working paper will be presented by a senior SEAMES official. Discussion of the SEAMES working paper is left to the decision of the Seminar.

With regard to the presentation of reports/working papers by representatives of the Civil Service and of the Ministry of Education of the member countries, the purpose of this is to provide the Seminar with background information regarding the situation prevailing in the Civil Service and in the Ministry of Education of the respective member countries.

Representatives of the Civil Service will give a resumé, not exceeding 15 minutes per person, of their reports/working papers prepared for the Seminar. After this presentation, representatives of the respective Ministry of Education will then present resumés of their reports/working papers, each person not to exceed 15 minutes in his presentation.

It is not intended, however, to have immediate discussion on the presentations made by representatives of the Civil Service or Ministries of Education.

With the background information provided by representatives of the Civil Service and of the Ministries of Education of the member countries, the Project Directors will then present their working papers, which will be discussed one by one after each presentation, taking into consideration the earlier presentations of representatives of the Civil Service and Ministries of Education.

It is to be hoped that the Meeting would come up with certain recommendations which could be presented to SEAMEC for its consideration. To assist the Rapporteur-General in the compilation and presentation of the recommendations of the Meeting, it is proposed to form a Select Committee comprising the following:

1) Chairman of the Seminar
2) One representative from the Project Directors.
3) One representative from the Civil Service of the member countries.
4) One representative from the Ministry of Education of member countries.
5) The Rapporteur-General.

The draft report of the Seminar, together with the press release, will be submitted to the Meeting for consideration and adoption at its final session.

It is planned to issue to participants an advance copy of the final report of the Seminar (without the various reports/working papers) within a month after its conclusion. The complete final report of the Seminar will be distributed to participants and other interested persons and organizations as soon as they are available, probably within two months after the conclusion of the Seminar.

GUIDELINES ON THE WORKING PAPERS

Each member country was invited to nominate two representatives to the present Seminar, one participant to come from the Ministry of Education and the other from the Civil Service of the member country. The participant from the Ministry of Education should be one who is concerned with the subject of recognition and equivalencies of qualifications at the Ministry level. He is also expected to write a brief working paper along the following guidelines:

a) The administrative set-up in the Ministry to deal with this subject; the kinds of problems/difficulties encountered, and the various measures taken to deal with them.
b) The problems/difficulties experienced by scholars from his/her country at SEAMEO Regional Centres concerning the recognition or equivalence of their degrees/qualifications.
c) Recommendations about the kind or form of "recognition" to be accorded to awards from SEAMEO Regional Centres.
d) Views on the problems associated with or arising from recognition of SEAMEO Regional Centre awards and their equivalencies.
e) Any other observations and recommendations.

The participant from the Civil Service of the member country is also expected to write a working paper along the same lines as that of the participant from the Ministry of Education, but from the point of view of the country and not only of the Ministry of Education.

Invited to the Seminar are the Directors of the five Regional Project Centres and the Secretary-General of the Central Coordinating Board of the TROPMED Project. Each of these people was also requested to write a working paper along the following guidelines:

A. 1) the courses conducted by the Centre.
2) the syllabus/curriculum and length of each course.
3) entrance requirements for each course, and award given after completion of course.
4) any other relevant information on this aspect that would help the participants to have a better understanding of the courses/training programmes of the Centre.

B. The problems as experienced by each Centre in regard to assessing or evaluating the equivalency of the qualifications of scholars coming for its courses/training programmes, and how they were dealt with and with what results.

C. Views and recommendations concerning the recognition and acceptance of the various awards of the SEAMEO Regional Centres as being equivalent to certain accepted awards/qualifications of established institutions. Also, the kind of "reward" that goes with such recognition or acceptance of the equivalence of each award (i.e. certificate/diploma/degree).

Needless to say, the author of the working paper is at liberty to express his/her thoughts on this subject as he/she deems appropriate, but it would be of great value to the Seminar if the above three aspects are given comprehensive treatment.

In providing the above-mentioned guidelines for the various working papers, SEAMES had hoped for some degree of uniformity of coverage and comprehensiveness. However, as is evident from the reports/working papers distributed, there is variation in the content and presentation of the subject matter. It is, therefore, up to the participants to raise whatever questions they consider necessary in order to obtain more information and details which will facilitate and assist them in their deliberations and in making recommendations for the consideration of the Council pertaining to the qualifications for admission to the SEAMEO Regional Centres and Projects as well as the evaluation and recognition of their awards.

SEAMES WORKING PAPER

Briefly stated, this paper attempts:

a) to provide some background information that has led to the convening of this Seminar;
b) to state what, in SEAMES' view, are the problems relating to the evaluation of qualifications of participants going to the SEAMEO Regional Centres for training, and the recognition of the awards received by them upon completion of their training;
c) to suggest various alternatives and possibilities of solving some of the problems stated; and
d) to indicate what SEAMES hopes this Seminar to achieve.

The subject of accreditation of course work of participants from member countries at the SEAMEO Regional Centres was, for the first time, discussed in a paper presented by Dr. Robert Jacobs, RED Consultant to SEAMES, at the Fourth Meeting of the RELC Coordinating Committee in September, 1968. (Please refer to Section C/4)

Although the paper in question referred specifically to training at the RELC, the Meeting felt that the problems enunciated in that paper were equally applicable to the other SEAMEO Regional Centres and as such is a subject for SEAMES to take up for further and more exhaustive consideration.

At the Fourth Meeting of Project Directors and High Officials in Bangkok in November 1969, a working paper entitled "Thoughts on the Evaluation of Certificates of SEAMEO Regional Project Centres" by the late Dr. Soemantri Hardjo Prakoso, SEAMES Assistant Director I, was presented. That Meeting decided, after some discussion, "that SEAMES submit this paper to SEAMEC for its information and notation only". This was accordingly complied with at the Fifth SEAMEC Conference in Kuala Lumpur, January, 1970.

In December, 1969, following his attendance at the Development Assistance Committee Meeting (DAC) of the Organization for Economic Cooperation and Development (OECD) held in Paris, Dr. Soemantri visited the Netherlands and discussed SEAMEO and its activities with various Government officials. Arising from this visit, the Netherlands Government agreed to make available a sum of Dfl. 100,000 (about US$28,000) for the purpose of holding a regional educational conference on the comparative study of educational programmes in the Southeast Asian region.

The problems of equivalence of degrees, institutional and programme accreditation, and professional recognition of training programmes are very broad and complex. Much thought and discussion have been devoted to dealing with these problems which no doubt will continue to engage the interest and attention of universities, organizations, seminars and conferences.

For SEAMES' purpose, however, a definite focus is needed for any meaningful discussion. Consequently at the Fifth Meeting of Project Directors and High Officials in Bangkok in November 1970, a paper on the subject was again presented. After due discussion, the Meeting agreed that "the SEAMES Director convene a conference of experts on the evaluation of certificates and diplomas from the Ministry of Education and the Civil Service of the member countries with the Centre Directors with the view to:

a) evaluating the certificates/diplomas obtained in member countries for admission into the SEAMEO Regional Centres;
b) accrediting such certificates/diplomas for the Civil Service of member countries after completion of the Centre courses".

This recommendation was subsequently endorsed by the Council at its Sixth Conference in Saigon, January, 1971. The intent of this Seminar, therefore, is to focus specifically on the problems of SEAMEO member country recognition of the training provided by the SEAMEO Regional Centres.

In SEAMES' view, the problem of evaluation and recognition of SEAMEO awards is basic to the growth of the various Regional Centres' training and research programmes, as more and more participants from member countries are being trained at these Centres.

The evaluation and recognition of the qualifications of member countries' trainees coming to the different Centres is, in SEAMES' view, a problem and can be a source of misunderstanding and embarrassment which, in fact, has been the case in one instance. This is not in the least surprising when it is remembered that the SEAMEO member countries have different educational systems and structures that are inherited from and influenced by various metropolitan powers such as Great Britain, the Netherlands, France and the United States, depending on the political history of the member country.

One of the problems that has come to the attention of SEAMES and which appears to be common to many, if not all, of the Centres is the level or standard of proficiency in the English language—the language of instruction at all the Regional Centres and Projects —of the trainees from those member countries in which English is not a medium of instruction in their primary and/or secondary schools.

There is, therefore, a real and urgent need for Project Directors not only to find the most effective and efficient way of bringing up the level of proficiency in English of such trainees to the point that they would be able to follow and benefit from their training courses, but also to work out a scheme, that would be fair and acceptable to prospective trainees, for evaluating the different qualifications of those coming to the different Centres. The recognition and/or the equivalency of the various qualifications should be communicated to the Ministries of Education of member countries for their reference and use in the selection of trainees for the various courses and programmes at the SEAMEO Regional Centres.

The problem of recognition of the awards of SEAMEO Regional Centres is a more complex and difficult one, the solution of which, at the national level, would require the joint effort and agreement of the Civil Service and the Ministry of Education of each member country.

Once this problem has been satisfactorily resolved by the respective member countries, it would be beneficial to extend recognition beyond the national boundaries, i.e. on a regional basis. When this is accomplished SEAMEO would have truly covered yet another significant milestone in regional cooperation in education.

To meaningfully discuss recognition of degrees, certificates and 'training', a clear and precise meaning of recognition will need to be explored and agreed on. For example, it can mean any one or all of the following:

a) Does the training have value?

b) Can the training experience be accepted as a basis for salary increase or promotion?

c) Can the work be accredited or accepted by an institution in SEAMEO member countries toward degree requirements?

d) Is the work done at a Regional Centre entered into the service record of the trainee to be taken into consideration in determining qualifications for transfer to more appropriate jobs?

The SEAMEO Regional Centres and Project conduct a wide range of training courses/programmes, and undertake research activities at different levels. The duration of the courses, the admission requirements, the syllabuses and curricula, and the type of awards given after completion of training vary from Centre to Centre as well as with each course. But, broadly speaking, recognition of the work at the SEAMEO Regional Centres and Project may be divided into two main categories, namely:

1) Centres which offer non-degree, intensive, short-term courses to key educators from member countries in the particular Centre's field of specialization, (e.g. BIOTROP, INNOTECH, RECSAM and RELC). These training courses are especially tailored to meet the needs of the region. In effect, these are in-service training programmes for which certificates are awarded to the trainees who complete them. The question of recognizing the training offered in the Centres boils down to equating the courses (or the certificates awarded) with the in-service training offered in the member countries, and ensuring that, as a minimum, professional benefits accorded educators who complete in-service training courses in their own countries are similarly granted for completing courses in the SEAMEO Regional Centres.

Research and field work at the graduate level done at the Centres should receive recognition and accreditation toward Master's or Doctorate dissertations, as in the programmes of SEARCA and the TROPMED Project.

2) Centres/Projects which offer programmes leading to degrees or diplomas at the post-graduate level, (e.g. SEARCA and TROPMED). Admission to these programmes requires undergraduate preparation, and in cases where candidates are working for graduate degrees, such as at SEARCA and at the Institute of Public Health in Manila in the TROPMED Project, the problem is evaluation of the earned degree in comparison with similar degrees at other institutions within and outside the region. In the diploma courses offered at the other TROPMED national centres, the problem is one of identifying the level of training as, perhaps, intermediate between the undergraduate and the Master's Degree level.

There are several alternatives which the Seminar might consider as means of solving some of these problems. Some of them are:

a) Each Centre should be affiliated with a university in the host country and the necessary arrangements made for university credit to be given for each course.

b) Member country universities should extend recognition to the work done in the Centres so that course credit can be granted toward degree work in that institution. This recommendation would involve cooperative evaluation of the training courses to ensure that requirements for accreditation are met.

c) SEAMEC should issue a policy statement to each Ministry of Education to the effect that appropriate recognition for salary increase or promotion should be given to the certificates of training awarded by any SEAMEO Regional Centre.

d) SEAMES should be authorized to establish an evaluation function in the Secretariat and to increase the staffing and budget to accommodate this function. The purpose of this evaluation unit would be to carry out continuous assessment and to ensure that the training programmes are operated at a quality level which will justify accreditation and recognition.

e) All the Centres should work toward the goal of becoming degree-granting institutions. When this goal is obtained, the Centres should be merged into a single regional university with each Centre becoming in effect a faculty of the university.

f) The problem of equivalence of degrees and appropriate Civil Service recognition of the graduate degrees offered at SEARCA and the national centres of the TROPMED Project should be turned over to, for example, RIHED and ASAIHL for study in depth and for making the relevant recommendations.

SEAMES realizes that by their very nature, complexity and implicativeness, the problems associated with the evaluation and recognition of SEAMEO awards do not lend themselves to easy and quick solution. It is not expected that the Seminar would be able to resolve the problems discussed. But it is to be hoped that the Seminar would come up with some clear-cut and concrete recommendations relative to each of the problems so that appropriate action could be taken as soon as possible, by the Centre Directors, the Secretariat and the Council, separately and/or jointly, to deal with the matter at hand. The sooner a concerted and determined attack is made on the problems, the earlier will they be disposed off, and the better will it be for SEAMEO and, in particular, the Regional Centres and Projects.

RELC COURSE WORK ACCREDITATION ISSUES

A Working Paper for Consideration at the Fourth Meeting
of the RELC Coordinating Committee

by Dr. Robert Jacobs
Consultant to SEAMES

The Regional English Language Centre is one of two SEAMEO projects which is being developed separately from any existing institution; the other being the Maths and Science Centre in Penang. Furthermore both of these centres will deal with key personnel, most of whom will be degree holders, rather than with students who are working on degrees, and the training courses will be especially tailored programmes designed to meet specific problems and needs, rather than fixed academic syllabi which cater to degree requirements. These characteristics identify the centres as unique, flexible, and potentially significant insitutions which will not duplicate national training resources and facilities. But at the same time they pose peculiar problems for accreditation: i.e. for establishing appropriate recognition for the training course. What value will the certificate of completion have for the trainee who successfully completes any of these special courses? Will it automatically earn the trainee a salary increase? Will it be equated with formal post-graduate university training? Unless these and similar questions are explored and reasonably satisfactory answers are found, it is likely that in the long run, interest in the courses will wane and the potential of the programmes will be dimmed in spite of their uselfulness.

One alternative would be to affiliate each of these centres with an existing degree granting institution and attempt to have centre course work accredited through this institution. This method of solving the problem, however, would entail a change of philosophy on the part of either the centre or the existing institution. The required change of philosophy for the existing institution would be modification of rigid academic requirements and willingness to allow credit for need-oriented and problem-oriented training. This sort of change will not come easily or soon. Indeed many of the educators involved in the SEAMEO projects would say that such change of philosophy on the part of degree granting institutions should not happen at all, either now or in the future.

The second alternative course of action under an institutional affiliation would be for the centre to yield to the academic requirements and become, in effect, degree granting units of the institution to which it is attached. This would replace the philosophy of tailoring training programmes to meet identified problems and needs in the region with the approach of setting a fixed curriculum, as required by the affiliate institution, to which trainees would be exposed regardless of individual problems and needs.

Any in-between position (some modification of philosophy on the part of both parties) would inevitably do damage to the present concept of offering flexible training programs to meet identified common problems and needs: i.e. maintaining a need-oriented type of programme where the trainees come to the centres with specific problems and the centres help them to find solutions to these problems. Nonetheless this alternative probably should be explored with the University of Singapore in the case of the RELC to determine first of all if such an affiliation would be at all possible, and secondly, exactly what conditions would be imposed under such an affiliation.

A second alternative would be to try to work out an arrangement whereby each national university would allow credit for work done at the centres. Thus, the University of the Philippines, Chulalongkorn University, the University of Indonesia, the University of Malaya, Saigon University, the University of Singapore and the College of Education at the National Training Centre in Laos would each grant post-graduate credit for work done at the Centres by nationals of the country concerned. This alternative would involve the same courses of action as indicated for affiliation with an institution of the host country, and would probably result in a variety of levels of recognition as well as a variety of requirements imposed on the Centre. However, this alternative might be explored to get actual facts about the elements involved in such a solution to the problem of accreditation.

A third alternative would be to work directly with Ministries of Education through SEAMEC in an attempt to obtain recognition of successful completion of the Centre Courses as professional credit *toward salary increases and promotion to more responsible positions. Inevitably this would entail equating* the Centre course work with formal post-graduate training, but most of the Ministries are now engaging in such equating exercises; for example, comparing locally earned degrees with degrees earned from abroad, and comparing foreign degrees one with the other e.g., the US degree versus the European degree versus the Australian degree, etc. This alternative would present a challenge to the Centres in that the programmes would have to demonstrate their usefulness and prove their worth by improving the professional performance of course graduates in order to win and maintain recognition from the Ministries in determining promotion and salary increases. This alternative certainly should be explored also.

While it is true that improvement of knowledge and skill, and finding solutions to instructional problems are changes which are in and of themselves self-satisfying and self-rewarding, these returns will in the long run probably be insufficient to maintain clientele support of the Centres unless practical benefits also accrue. So the matter of accreditation should be studied carefully to find a solution. The alternatives suggested in this paper are by no means exhaustive, but it is hoped that they will provide a beginning to generate additional ideas about solving this problem.

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D. COUNTRY REPORTS

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RESA/D/1 a

MINISTRY OF EDUCATION

INDONESIA

a. In 1957 a "Committee on Evaluation of Foreign Credentials" was established in the Ministry of Education. It was and remains until now an advisory committee. In the first period it was attached to the Bureau of Higher Education in the Ministry of Education. In 1962, when the Ministry of Higher Education was established, a special Bureau of Evaluation of Foreign Diplomas was opened, and since then the Committee has been attached to this Bureau. The members of the Committee are nominated either from the officials at the Ministry itself or from outside—from the Universities, the Ministry of Public Works and the Central Office of the Civil Service. Based on the recommendations of the Committee, the decision concerning the evaluation of any diploma will be the responsibility of the Director of Higher Education (the former Ministry of Higher Education has been transformed into the Directorate-General of Higher Education and later on, since 1968, into the Directorate of Higher Education). The decision will be: "on the level of either graduate ("Sardjana") or undergraduate ("bakalaureat"), and sometimes merely with the notation that the person concerned can be placed as a civil servant according to a certain scale in the salary regulation. The task assigned to the Committee is especially the evaluation of Diplomas from Universities and Academies abroad, resulting from full studies in undergraduate and graduate courses, sometimes diploma courses, and mainly in connection with the appointment of graduates from foreign countries as civil servants.

In evaluating these diplomas we use two criteria:

1. the value of the diploma in the country concerned, and

2. its level compared with our university degrees.

The problems encountered are numerous, and of several kinds, due to the fact that every country has its own educational system. An accurate study of the university catalogues is required. Though the decision on "evaluation" mainly is a matter of interest to the Central Office of Civil Service, it is of the Universities. Some Universities accept without amendment the significance to decision of the Directorate n placing the holders of a foreign diploma in the staff of lecturers. Other universities require from them to obtain our degree-diploma first, however fulfilling much less prerequisites than the regular students. In any case, the evaluation by the Directorate already gives significant help to the Universities in taking decisions about the value of any foreign diploma. As a matter of fact the Universities have been rejecting our request to evaluate foreign diplomas through their own Bureaus.

b. Up to now no problems are submitted to the Ministry of Education, i. e. the Committee, concerning recognition or evaluation of degrees/qualifications of SEAMEO Regional Centres. The problems, whenever submitted to the Committee, will be of quite different kinds as usually encountered. Besides there are many diversities of the projects. When such an evaluation or recognition is required, a new Committee in our Ministry should be established. Meanwhile, we wonder, whether it is necessary, or at least advisable, to create some kind of recognition. It is our feeling that a certificate awarded by the Project already gives satisfaction to the participant.

c. We would like to recommend some kind of recognition to any certificate awarded by any SEAMEO Regional Centre as regulated by our universities. (Except full degree studies which will be considered by the Committee mentioned).

d. As mentioned in (c), in our universities some regulations have been made to recognize the value of any other activities of our Lecturers beside the educational and research fields in their own institu-

tions, as for instance attending courses in any SEAMEO Regional Centre, participating in seminars (national or international), publishing articles in journals (national or international), etc. Some credits will be given and taken into consideration to acquire higher positions in the academic staff.

e. Courses of at least one-year duration will give more emphasis in recognition, whether considered from the point of view of their "Civil Effect", or their "Academic Effect".

RESA/D/1 b

OFFICE FOR PERSONNEL AFFAIRS
INDONESIA

I. Administrative Set-Up

1) The "Kantor Urusan Pegawai Republik Indonesia" (KUP - RI) is an independent (i.e. a non-departmental) agency the head of which is directly responsible to the President of the Republic of Indonesia, who in conducting the highest authority in matters concerning personnel is assisted by the Minister for Manpower.

The KUP - RI has among several other responsibilities the task to direct, supervise, inspect and to further the just application by the departments and other agencies of all the personnel regulations in force, thereby covering the entire body of civil servants employed by the cen tral government.

2) Up till the present, the grouping/classification of the ranks and salaries according to the salary-regulation in force for the civil servants in Indonesia has been based on the different levels of the government school-diplomas, each one of which constitutes the minimum scholastic requirement for initial appointment in the appropriate rank/salary group.

No separate rank/salary group has been established on the basis of the post-graduate degree of "Doctor or Ph. D", the highest rank/salary group for initial appointment into the civil service being based on the graduate degree of "SARDJANA" (or M. A.)

3) The Minister of Education and Culture has by special stipulation in that salary-regulation the authority to decide whether or not any diploma/certificate/degree other than the ones issued by government schools can be considered to be at least equal to one of the government school diplomas/certificates/degrees. The decisions of the Minister of Education and Culture on the evaluation of diplomas/certificates/degrees of foreign institutions (government or private) and Indonesian private institutions of higher learning have been, up till the present, based on the findings and recommendations of a special body (a permanent committee) set up by the Minister of Education and Culture. The Head of KUP - RI has been appointed a member of that committee.

4) When forwarding a proposal for appointment of an appointee who is in possession of a non-government school diploma/certificate/degree for approval by the KUP - RI, the department/agency or person concerned will have to produce evidence of the decision of the Minister of Education and Culture regarding its equivalency to one of the government school diplomas.

The Head of KUP - RI then, needs not face the problems involved with the evaluation of diplomas/certificates/degrees, except as a member of the above committee.

5) Another kind of problem has been posed by the custom to carry a degree (or its initials/abbreviation) with one's name. Different countries use different names/terminologies for their academic degrees. While English speaking countries use English degree-terminologies as a matter of course, it still could remain a question whether the same degree terminology does refer to the same academic qualification or not.

Some countries are — upon request — presenting copies of a translation in the English language with the original diploma/certificate/degree, thereby more or less indicating their evaluation of a national degree against the degree of "B. A./B. Sc." or "M.A./M.Sc." While it is obvious that the holder of a university-degree has the right to use the degree mentioned in that diploma, it would seem unjust to use the English translation for the authentic degree one is entitled to.

The use of academic titles/degrees as yet has not been generally regulated in Indonesia. It is common that graduates and under-graduates from Indonesian universities use Indonesian academic degrees of "SARDJANA" or "SARDJANA - MUDA"; however, graduates from some of the

universities/faculties use the widely accepted degree of "DOCTORANDUS or Drs" for the degree of "SARDJANA". Most of the Indonesian Academies (colleges of 3-4 years duration after higher secondary school or high-school) present the degree of "BAKALOREAT" or "BACHELOR", which is equal to the degree of "SARDJANA-MUDA".

II. Problems/Difficulties Experienced by Indonesian Scholars at SEAMEO Regional Centres Concerning the Recognition of Their Degrees/Qualifications.

No problems/difficulties like the above have as yet been brought to the attention of the KUP - RI.

III. Recommendations about the Kind or Form of "Recognition" to be Accorded to Awards from SEAMEO Regional Centres.

It seems proper to state that awards from SEAMEO Regional Centres/projects automatically should carry the recognition of each Member-State as being a positive result of the cooperation within SEAMEO and that the holder of the award has acquired certain added potentials (capabilities/qualities) to perform better work in a certain field.

In case the award from a Regional Centre takes the form of an academic degree/diploma from an accredited university, then the kind of recognition will go parallel to the academic rights pertaining to the university degree/diploma concerned and along the system of evaluation used by the current salary-regulation in each Member State itself.

The kind or form of recognition to be accorded to awards from SEAMEO Regional Centres that are presented at the end of a 3 to 12 months course/training/study is a problem that could possibly be assessed if it were possible to state/determine the scholastic rights of the award or the level of proficiency of the holder thereof, by yardsticks that could be acknowledged by all Member States.

IV. Views on the Problems Associated with/Arising from Recognition of SEAMEO Regional Centres' Awards.

With a view to observing the purpose and functions of SEAMEO as is stated in article 1 of the Charter, it would seem that the kind or form of recognition or evaluation whatsoever accorded to an award from a Regional Centre by a Member State needs not pose or create a problem or difficulty at all, as all the parties involved — the participants included — derive nothing but benefit from the Centre.

While inviting candidates to participate in SEAMEO Regional Centres/Projects, it would create better understanding and appraisal if participants were fully informed also as to the scholastic rights/level of proficiency they will be entitled to after finishing the course/project, aside from the conviction that they are participating in a course/project that is beneficial to their country.

Degree studies through Regional Centres at one of the universities of a Member State could be restricted to those fields of study (majors) that are not yet offered by the national universities, and in this instance the candidate concerned should be informed as to what graduate degree his study-assignment will be projected.

KHMER REPUBLIC

Foreign Degrees are classified comparatively to National University Degrees by taking into account mainly the conditions of eligibility for admission, the length of study, the syllabus and, equally, when applicable, the intrinsic scolastic value and renown of the Establishment delivering the Degrees.

In establishing equivalences of Degrees, the following works, precedure and reference documents are of relevance:

I. Committees and Sub-Committees; How they work.

By Kret N° 266/68-CE (Government decree) of 25 April 1968, the National Commission for Equivalence was set up, under the presidency of the Minister of Education. This Commission was responsible for examining the problem of equivalence between foreign and national higher degrees, a task until then entrusted to the "Fonction Publique".

The High Council of National Universities (Conseil Supérieur des Universités Nationales) set up by Kret N° 840-CE of 30-12-67 is the top "Brain" of the Department of Education and Culture. This Council works as a consultative body on all matters concerning the organization and structure of education in general.

To deal with equivalences, the Council set up, during its session on 30 May 1968, four Technical Sub-Committees and an Executive Committee, namely:

(1) — Technical Sub-Committee of the University of Phnom-Penh, headed by its Chancellor who acts as spokesman for all the Faculties of this University, i. e. Pedagogy, Law, Economics, Pure Sciences, Arts, Medecine, Pharmacy, School of Higher Education.

(2) — Technical Sub-Committee of the Technical University, headed by its Chancellor who acts as spokesman for all the Faculties and Higher Technical Schools affiliated to this University, i. e. Faculties of Construction, Textile, Mining, Hydrotechnique, Civil Engineering, Electronics, "Arts et Métiers", Higher School of Applied Chemistry and Civil Aeronautics.

(3) — Technical Sub-Committee of the University of Fine-Arts headed by its own Chancellor who acts as spokesman for Faculties of Archaeology, Plastic Arts, Choreographics, Music, Architecture and Urban Engineering.

(4) — Technical Sub-Committee of the University of Agronomics headed by its Chancellor who acts as Spokeman for the Faculties of Agricultural Sciences, Veterinary Science, Forestry, Piscicultural Sciences, Tropical Plantation, Sociology and Rural Economy.

The Executive Committee, whose members are University Chancellors, acts as the body of liaison and coordination between the above mentioned Technical Sub-Committees.

II. Working Procedure

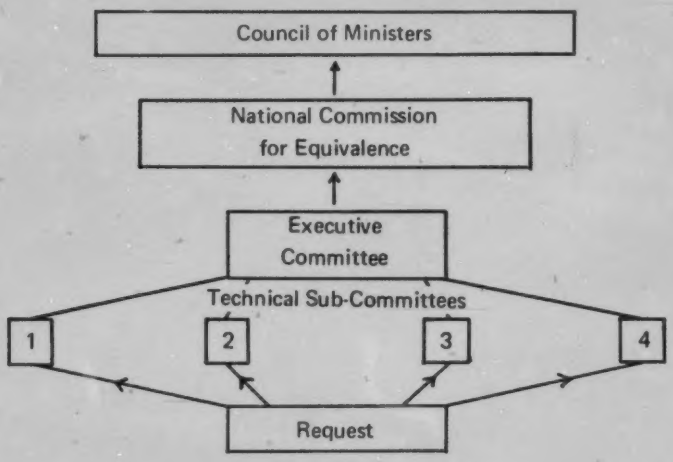
Any request for degree equivalence is first channeled to the Technical Sub-Committee concerned. The personalities attending every meeting of the Technical Sub-Committee are composed of:

— Competent personalities (Chancellors, Deans or others);
— Professors and Lecturers of the requisite specialities;
— Holders of degrees in the branch concerned, or their representatives.
— Representatives of Students' Associations from the relevant Faculties.

After examining the question, the Technical Sub-Committee submits a detailed report to the Executive Committee of the High Council of National Universities.

This Executive Committee, which is a body for coordinating and harmonizing the works of the Technical Sub-Committees, studies their decisions and propositions and submits a condensed overall report to the National Commission for Equivalence.

This Commission has its secretariat in the Ministry of Education and Culture and has for its members the Ministers from other departments or their ad-hoc representatives. It is presided over by the Minister of Education. The decisions and propositions of this National Commission will be submitted further to the Council of Ministers which will have the last word on the matter:



III. Criteria for Appraisal of Degrees.

The decisions of the National Commission for Equivalence on the value of any degree are based on the following criteria:

(a) Datum: degrees from National Universities (Engineering or first degree in Sciences).
(b) Pre-university certificates or diplomas.
(c) Conditions of eligibility for admission to the Establishment concerned with particular reference to the stipulated certificates or diplomas required for admission, competitive examination, test, etc.
(d) Preparatory cycle of studies, wher relevant.
(e) Syllabus and number of hours of study.
(f) Degree examinations and final project.
(g) Scholastic position of the Establishment delivering the degree: whether it is recognized by the State, its renown, etc.

IV. General Comparative Classification of Higher Degrees.

a. Class II : Reference Degree: Engineering degrees delivered by Khmer Universities, and equivalent degrees.

b. Class I : One class *below* class II: Bachelor of Sciences Degrees from Anglo-Saxon countries, and equivalent degrees.

c. Class III : One class *above* Class II: Master of Sciences degrees from Anglo-Saxon countries, and equivalent degrees.

d. Class IV : Two classes *above* Class II: Docteur-Ingénieur, Ph.D. degrees and equivalent degrees.

MINISTRY OF EDUCATION

LAOS

All academic qualifications are submitted for recognition and evaluation by the "National Commission for the Recognition and Evaluation of Academic Qualifications" attached to the Ministry of Education, before the holder has the right to submit his application for recruitment to the Civil Service.

As from May, 1971, the composition of the Commission is as follows:

I. Composition of the Commission

1) The Minister of Education	Chairman
2) The Director of the Civil Service	Member
3) The Director of Higher Education	Member
4) Two representatives from the various academic disciplines namely: technology, arts, law, economics, medicine	Members
5) One representative of former students of each of the countries with high number of graduates: at present there are representatives of graduates from Thailand, U. S. A., Canada and some of the socialist countries	Members
6) One Secretary, being an official of the Ministry of Education	with voting rights
7) Other members qualified to give clarification to the Commission	without voting rights

The Commission makes its decisions relative to academic qualifications according to the following criteria:

II. Criteria for Recognition

Three major criteria are used as basis for recognition of academic qualifications:

1) Admission requirements (according to previous qualifications or examinations)
2) Level of studies
3) Final qualifications.

An academic qualification obtained after a training period of less than six months is not recognized; it is considered merely as a testimony of academic proficiency.

A qualification obtained after a study period of six months to two academic years is not recognized either, but the holder has certain rights to promotion. This is the responsibility of the High Council (Conseil Supérieur) of the Civil Service, composed of the representatives of all the Ministries; the Council is also the competent authority for all cases of dispute.

In principle, all academic qualifications which follow the normal pattern of studies (such as Bachelor's, Master's and Ph. D. degrees) are recognized. However, an academic qualification, whose admission requirements are subject to diplomatic or bi-lateral agreements between two authorities, is not recognized

Besides, an academic qualification granted by an institution founded specifically for foreigners is recognized only at a level lower than a qualification of the same nature granted under normal conditions.

III. Conclusion

Consequently, according to the current regulations in force, it is impossible to recognize an academic qualification obtained after a training period of *less* than two academic years, and 'ipso facto' the qualifications awarded by the SEAMEO Regional Centres after a training period of less than two years are not recognized.

In order to give recognition to the SEAMEO qualifications, the Commission would be obliged to make a revision of the principles concerning all academic qualifications submitted for consideration up to now.

It is to be noticed that up to the present, Laotian nationals who are holders of the diplomas awarded by the various SEAMEO Centres have presented no problem to the Commission. The fact that they have been selected and sent to the Centres to perfect themselves already means a great privilege in comparison to others.

There seem to be various alternatives which could lead to the recognition of the qualifications awarded by the SEAMEO Centres.

1) The various courses should constitute successive levels of training of two years' period and above, leading to a diploma.
2) The courses should constitute a preparatory stage leading to final academic qualifications as awarded by the existing Universities.
3) It might be necessary to set up "A SEAMEO University" with the present Regional Centres as its Faculties.

CIVIL SERVICE

LAOS

Before attempting to analyse the problems of evaluating the certificates/diplomas/degrees of SEAMEO regional centres, it is important to know how the Government of Laos deals with the assessment of foreign qualifications as a whole.

In Laos, two organizations share the responsibility of evaluating academic qualifications for recruitment in the Civil Service.

1) The High Council of the Civil Service (Conseil Supérieur de la Fonction Publique) composed of representatives of all government ministries and presided over by the Prime Minister or his representative. This Council lays down basic principles for recruitment to the Civil Service and scrutinizes the decisions of the National Commision for the Recognition and Evaluation of Academic Qualifications (Commission Nationale d'Homologation des Diplômes étrangers).

2) The National Commission for the Recognition and Evaluation of Academic Qualifications, which assesses the qualifications of applicants who have sucessfully studied abroad, with a view to enrolling them for the Civil Service.

Qualifications from universally-known institutions pose no problem, as these are listed in a List of Qualifications approved by the Government. The problem only arises in cases of awards by institutions not universally known or not on the approved List.

The National Commission for the Evaluation and Recognition of Academic Qualifications has been made up (since 1965) of the following members:

Minister of Education	Chairman
2 doctors of medicine	Members
2 doctors of law	"
2 professors	"
2 engineers	"
1 official of the Ministry of Education	Secretary

Rocognition of awards by the National Commission takes into consideration the following:

(a) admission requirements
(b) curriculum content
(c) duration of study
(d) final examinations.

Awards for short-term courses completed in less than 18 months are not evaluated by the National Commission.

Difficulties encountered and proposals to deal with them.

Since programmes of studies differ from educational institution to institution, and civil service systems likewise differ from country to country, the problem of evaluation of awards is a difficult one.

Before any decision can be reached with regard to SEAMEO awards, it would be advisable, in our view, to create 2 sub-committees:

1) A Sub-Committee charged with the task of deciding on the general principles of the equivalency of awards of SEAMEO Centres.

2) A Sub-Committee charged with the responsibility of according some kind of privileges to awardees who have successfully completed short-term courses at SEAMEO Centres.

The first Committee should be composed of representatives of the Civil Services, and the second Committee of representatives of the Ministries of Education, respectively, of the SEAMEO countries.

Difficulties of the Civil Service regarding SEAMEO awards.

The certificates issued by SEAMEO Centres for specialized short-term, non-degree courses are not recognized by our Civil Service for purposes of promotion, unless these courses have a duration of more than 6 months. For the National Commission for the Recognition and Evaluation of Academic Qualifications to recognise awards, it must be for courses of more than 18 months in duration.

Conclusions.

For short-term courses, the Civil Service as a whole does not accept the awards; but a specific Ministry may consider holders of such awards for re-assignment or promotion to new jobs.

Nevertheless, generally speaking, given the differing Civil Service systems prevailing in the SEAMEO countries, the problem of Civil Service recognition of SEAMEO awards for short-term courses remains. It is desirable, of course, to encourage the training of specialized personnel as the short-term courses provide for; but in our view, these courses should be of longer duration, at least for a year. Furthermore, commonly acceptable admission requirements should be stipulated.

RESA/D/4

MINISTRY OF EDUCATION AND PUBLIC SERVICES DEPARTMENT

MALAYSIA

1. Administrative set-up in the Ministry of Education, Malaysia, to deal with evaluation and recognition of Degrees/Diplomas/Certificates, the kinds of problems/difficulties encountered, and the various measures taken to deal with them.

1.1 The Ministry of Education is only responsible for evaluating qualifications in respect of those who have applied to be in the Unified Teaching Service. It is to be explained that in Malaysia, all teachers employed with effect from 1961 are not employees of the Government but come under a non-government Unified Teaching Service (U. T. S.).

1.2 In order to assess and evaluate foreign qualifications of teachers who wish to join the Unified Teaching Service, there is an Equivalent Qualifications Committee in the Ministry of Education. This Committee is at present headed by the Director of Schools, Ministry of Education, with representatives from the Unified Teaching Service Division of the Ministry of Education, the Public Services Department of the Government and the National Joint Council of Teachers which is a body representing all Teachers in the country.

1.3 The Committee does not go about equating any qualification from any country. It only considers cases as and when they arise i.e. whenever there are applicants who wish to join the Unified Teaching Service and who possess foreign qualifications. The line that is normally taken by the Committee is to consider whether a particular individual applying to join the Unified Teacher Service is suitable for consideration and, in assessing this, the Committee does not restrict itself to examining only the qualifications of the candidate. Other considerations like teaching experience and additional qualifications are also taken into account.

1.4 Teachers for the primary and lower secondary level in Malaysian Schools are produced by our Teacher Training Colleges. As such there is no question of assessment of the qualifications of such teachers. Odd cases where the Equivalent Qualifications Committee comes in are in respect of graduate teachers with University qualifications. Even in the matter of such teachers, as most of them come from our own Universities, no assessment is required.

1.5 In the case of the graduate teachers with qualifications from foreign universities, the Committee usually follows the decisions made by the Standing Committee for Evaluation of Foreign Qualifications of the Government. In actual fact, therefore, the number of cases which the Unified Teaching Service Equivalent Qualifications Committee has to consider is very small indeed.

2. Administrative set-up in the Public Services Department of Malaysia to deal with evaluation and recognition of qualifications.

2.1 In Malaysia there is a Committee known as the Standing Committee on the Evaluation of Foreign Qualifications (SCEFQ), established by the Cabinet of the Government with the responsibility to deal with evaluation and recognition of qualifications for purposes of entry into the public services. The Secretariat of the Committee is located in and provided by the Public Services Department (PSD), a Government central agency responsible for the management of personnel in the public services. The Secretariat is so located for the reason that the functions of the Committee are closely related to one of the functions of PSD of providing the appropriate quantity of personnel required to effectively and efficiently perform the many activities and functions of the public services.

3. Basic objective in evaluating qualifications.

3.1 The types of personnel required to discharge the various activities or services of the public services are specified in personnel specifications called Schemes of Services. Amongst the provisions of a Scheme of Service is the provision in regard to qualifications required for entry into that particular service,

whether professional or academic, which normally are the ones produced by Educational Institutions both in the United Kingdom and in the country itself.

3.2 Due to accelerated rate of national development, it is found that the supply of trained manpower especially in the Management and Professional Group falls short of demand. This is due to the incapacity of the hitherto recognised Educational Institutions to produce enough. As a result, large numbers of students have to be trained in overseas Universities and Institutions whose qualifications have not been, until then, evaluated or assessed. Apart from Government sponsored scholars, there are also private students in the various overseas Universities and Institutions. Hence, the necessity to examine the suitability of these qualifications and at the same time to evaluate them so as to ensure that educational standards and training are maintained for purposes of entry into the government service as provided for in the Scheme of Service. The academic and professional qualifications of the University of Malaya or the already recognised ones of other Universities and professional Institutions comprise the standard yardstick.

4. Terms of reference of the SCEFQ.

4.1 It is for the reasons as stated in Para 2.2 above that the SCEFQ was established. Its terms of reference are:—

4.1.1 To consider and to review policy in regard to foreign qualifications generally for purposes of entry into the public services;

4.1.2 To examine the academic standard of foreign Universities and Institutions popular with Malaysian citizens and to evaluate the degrees, diplomas or certificates awarded by such Universities and Institutions for purposes of entry into the public services; and

4.1.3 To consider the standards of all foreign degrees, diplomas or certificates awarded by the Universities when these are produced as qualifying the holders thereof for entry into the public services.

4.2 The role of the SCEFQ may be considered as carrying out the functions which have been defined in the terms of reference.

5. The kinds of problems/difficulties encountered and the various measures taken to deal with them.

5.1 In general, certain information or factors are considered for evaluation among which are the following:—

5.1.1 System of accreditation or qualification recognition practised by the country concerned.

5.1.2 The status of the degree granting institution.

5.1.3 Qualifications and academic conditions for admission.

5.1.4 Organisation of course, field of studies or curricula, syllabi and duration of courses. Past examination papers.

5.1.5 Research and teaching staff and their qualifications.

5.1.6 Language or media of instruction.

5.1.7 Physical facilities e. g. library, laboratories etc.

5.1.8 Award of past degrees—number, types, year.

5.2 It is to be realised that much of the information or factors required are in many cases obtainable from University Calendars or other publications. However, they are not so readily available. In such cases and when the need justifies it, visits are made to the particular countries for making on the spot investigations of their Universities. It is realised that definite advantages are gained through this manner for the fact that first-hand knowledge of the qualifications enables better assessment to be made of them.

6. The problems/difficulties experienced by scholars from Malaysia at SEAMEO Regional Centres concerning the recognition or equivalence of their degrees/qualifications.

6.1 As far as scholars from Malaysia are concerned, there has been hardly any difficulty with regard to the recognition or equivalence of their degrees/qualifications at the Regional Centres and Projects. Malaysia has been sending scholars for the RELC, RECSAM, INNOTECH and SEARCA Courses. No scholars have so far been sent for the TROPMED and BIOTROP Courses, but it is understood that there are likely to be nominations for the courses at these Centres in the near future.

7. Recommendation about the kind or form of 'recognition' to be accorded to awards from SEAMEO Regional Centres.

7.1 The SEAMEO Regional Centres are the results of joint and co-operative efforts of SEAMEO members countries and other interested organisations and countries aimed at providing constructive direction to the forces of change to play a more dynamic and effective role in the development of education, science and culture of SEAMEO countries. It follows therefore that if the Centres are to be effective, their efforts should be appreciated and their awards in particular should be accorded recognition in one form or another.

7.2 In-service training for public servants is very important, and therefore all SEAMEO in-service training projects are most welcomed. As such the awards of the Centres and Projects are accorded recognition as equipping the holders to be better able to perform their duties and responsibilities in a more effective and efficient manner. It is therefore recommended that all SEAMEO member countries consider the importance of according recognition to this particular award.

8. Problems associated with or arising from recognition of SEAMEO Regional Centre Awards and their Equivalence.

8.1 As far as Malaysia is concerned no problem is envisaged in regard to the recognition of SEAMEO Regional Centre Awards. This is due to the fact that the purpose of according recognition is for the reason as stated in Para 7.1 and 7.2 above.

8.2 However, if the objective of recognition is for purpose different from that mentioned in 7.1 and 7.2, then some problems can be anticipated. Therefore, there is a need to define the purpose of recognition. Is it for the purpose of:—

8.2.1 Entry into the public services?

or 8.2.2 Monetary awards?

or 8.2.3 Equating to local qualifications?

8.3 In the event that it is for 8.2.1 stated above there might be some problems because the qualifications awarded by the Centre have first to be equated to qualifications produced locally and need careful study and examinations; particularly these awards have to satisfy the criteria set up by the differing needs of member countries.

8.4 If it is for the purpose as stated in 8.2.2, there might be justification in certain cases for rewarding the holders of the awards, if it can be appreciated that the training programmes undertaken enhance their efficiency as well as are beneficial and relevant to their particular services. Bonuses may be paid to serving officers who acquire qualifications from the Centres and Projects which are higher than the basic minimum qualifications stipulated for entry into the service.

8.5 The question of equation is closely related to 8.2.1. A qualification may be evaluated if there is a need for it as a qualification for entry into the service. If it is found suitable in terms of need and sufficient in terms of educational attainment, training and skill, it is then equated to the similar local qualification required. It cannot be denied that there is a need for the expertise derivable from the Regional Centre projects.

Nevertheless, the need here is of a different nature. It is for purposes of enabling those with the knowledge gained through the projects to provide dynamic leadership as agents of change. It is not intended to form a basis for seeking employment. The awards secured serve as indication that the holders are in possession of know-hows vital for development. That be the case, it is felt then that there is no need to find equivalence to the Regional Centre Awards.

9. Other Observations and Recommendations.

9.1 It is recommended that apart from equipping key personnel of member countries with the latest tools and techniques in order to bring about reforms and changes especially in the fields of educational development, in the context of in-service projects, SEAMEO Regional Centres and Projects should also examine the feasibility of evolving an exchange programme for officers of member countries.

DEPARTMENT OF EDUCATION

PHILIPPINES

Administrative Set-Up.

The integral quality of Philippine education in orientation and purpose allows three patterns of administrative provision. The University of the Philippines and other State Universities and Colleges, governed by their individual charters, each has a distinct Board of Trustees with the Secretary of Education as Chairman. The other government (public) schools are under the control of the Bureau of Public Schools and the Bureau of Vocational Schools in the Department of Education. The non-government (private) schools are under the regulation and supervision of the Bureau of Private Schools, also in the Department of Education. Each private school, college or university has its own administrative machinery with corporate powers under existing Philippine laws.

The evaluation of higher education in the Philippines follows the three main patterns of administrative organization. While the curricular provisions in the various higher education courses may be said to correspond in form and substance, the chartered State higher institutions of learning have their own independent evaluative processes. Colleges under the Bureau of Public Schools and the Bureau of Vocational Education observe evaluative criteria set by these two bureaus respectively. In the case of private colleges and universities, the Bureau of Private Schools sets minimum curricular requirements which have to be fulfilled as basis of the issuance of special orders for graduation from a particular course.

In general, a system of equivalence exists in the evaluation of credits or units earned, mainly on the basis of the content of the course or subject taken. In private colleges or universities, while some degree of autonomy is exercised in the recognition of credits or units, general adherence to the evaluation by the Bureau of Private Schools is prevailing reality.

Evaluation of Higher Education.

Higher education in the Philippines is credited on the basis of units earned. A unit of credit is equivalent to satisfactory performance of class activity within 18 hours during a semester. Generally, a subject requires three units, therefore 54 hours of class work. A laboratory subject usually consisting of three hours of lecture and six hours of laboratory work carries five (5) units of credit.

Mainly based on subject content, and under other conditions imposed within institutional authority, a system of transfer equivalence of units earned exists among higher institutions of learning. The State colleges and universities have independent patterns of equivalences.

Evaluation of Overseas Scholastic Records.

The Southeast Asia Treaty Organization Commission on University Equivalences approved the following scheme:

"A student who has completed his pre-university stage in Pakistan or Thailand, i. e., twelve years of elementary, secondary and higher secondary education, should be given appropriate credits, corresponding roughly to a year's work in the Philippines, if he seeks admission to a degree course in the universities of the Philippines".

This guideline is followed in this country with respect to students from Pakistan and Thailand. Evaluation of credits within each level of instruction—elementary, secondary and college—in cases of students having no degree or diploma or certificate lies within the discretion of each Bureau concerned. The general principle is that subjects similar to those prescribed for degree, diploma and certificate courses, as the case may be, are approved to meet curricular requirements for each course if the number of hours of work approximates Philippine requirements, i. e., one unit for 18 hours of lecture.

Degrees, diplomas or certificates issued by other countries are accepted by the Philippines provided the institutions issuing them are recognized by the Government of each country concerned. Credits from such institutions are also approved to meet curricular requirements in this country.

Recognition of Awards by SEAMEO Centers and Projects.

On the assumption that recognizing and crediting a degree, diploma or certificate granted by a SEAMEO Center or project will give incentive to further professional growth and development, the Department of Education as a general policy allows such recognition and accreditation. With course content and duration of training as the main areas of concern, credit on the graduate level may be given to completed training courses to correspond to requirement in unit requirements in Philippine higher education. In addition to this consideration, a measure of potential is added to a possible raise in salary or even to a promotion in rank.

Proposals:

1. Credit in graduate level based on -
   (1) duration of training
   (2) Relevance of course content
2. Credit for:
   Promotion and salary increment

CIVIL SERVICE COMMISSION

PHILIPPINES

The Philippine Civil Service is basically a position system in which entry into the career service is by open competitive examinations that attempt to measure the qualification of candidates to meet job requirements. Compensation is governed largely by the principle of "equal pay for substantially equal work" except in the case of public school teachers who are paid on the basis of equal pay for equal educational qualification. Pay increments are given periodically upon certification of satisfactory work performance. Promotional ladders are determined by a system of ranking positions established by employing agencies subject to the approval of the Civil Service Commisstion; such ranking systems take into consideration functional relationships of positions, organization structure, salary allocation and geogr hic location. Incumbents of next-in-rank positions are compared with one another on their (1) performance, (2) education and training, (3) experience and outstanding accomplishments, (4) physical characteristics and personality traits and (5) potential to determine who among them is most competent and qualified for promotion.

The evalution and recognition of degrees, diplomas or certificates in the Philippine Civil Service is therefore of significance at least twice in the occupational history of public service personnel:

1. When they apply for civil service examinations;
2. When they are being considered for promotion.

In the case of public school teachers, such evaluation and recognition is also significant for salary allocation purposes.

Evaluation and Recognition for Civil Service Examination.

Under an educational system that permits a considerable degree of variations, the Civil Service examination performs an important role of "equalizer" by requiring all comparably qualified to take the same test.

Public announcements of Civil Service examinations always include among the requirements for admission a minimum level of educational qualification. This educational qualification conforms to the major levels in the Philippine educational system and their equivalents as determined under the administrative set-up presented in the working paper of the Philippine Department of Education.

For purposes of admission to Civil Service examinations, no differentiation is made between graduates or students of state universities, colleges or schools and those of private educational institutions. Neither is distinction made between the graduates of local educational institutions and those of overseas. Examinees, after all, have to prove their worth by the same measuring instrument. It should be mentioned at this juncture, that the Philippine Civil Service Commission relies very heavily on the objective type (multiple-response) of examination.

In examinations for higher level posts, or for public service personnel who desire to move to another occupational group and therefore have to take the appropriate Civil Service examination, the Commission allows equivalencies of relevant post-entry training obtained either locally or overseas on the basis of the duration of the training, its subject-matter content and the training methodology. For examinations in which a minimum length of work experience is a requirement for admission, relevant formal academic study, overseas training grants or local in-service training may be substituted according to standards set by the Commission.

Evaluation and Recognition for Promotion

As mentioned earlier, one of the factors considered in selecting the most competent and qualified among several candidates for promotional appointment is that of education and training. The Civil Service Rules specifically provide:

"These shall include educational background and, among others, the successful completion of approved in-service training courses, academic studies, scholarships, training grants and the like: *Provided*, that the degree of relevance of such education and training to the duties of the position under consideration shall be taken into account."

There is no problem regarding the recognition of overseas qualifications for purposes of promotion. Overseas scholars are screened by a committee composed of a representative each of the National Economic Council, the Department of Foreign Affairs, the Department of Education and the Civil Service Commission. Relevance of the field of study to present or future job responsibilities is given much weight.

Evaluation and Recognition in the Remuneration of Teachers

Public school teachers, excluding the academic faculties in the state universities and colleges operating under independent charters, are remunerated under five basic preparation levels. Allocation to higher levels depend upon the acquisition of degrees beyond the bachelor's level or the completion of at least twenty academic units or their equivalent. Such equivalent in terms of post-entry training or other professional activities have been established by the Committee of Equivalents in the Bureau of Public Schools and the Bureau of Vocational Education.

Qualifications of SEAMEO Centers/Projects.

No major problem exists in the recognition of SEAMEO degrees, diplomas or certificates in employment matters. Participants in SEAMEO courses are given the same recognition as trainees who have been sent to western countries under the United States technical assistance programs or under the Colombo Plan or other similar technical cooperation schemes.

All SEAMEO scholars or grantees are already in the government service and since their studies are aimed at improving their professional abilities and technical skills, it is presumed that when they return to their respective jobs, they are better equipped to tackle problems in their areas of specialty and therefore can win more recognition for their performance, meriting then more and better promotional opportunities.

Future activities of SEAMEO should perhaps include a participant follow-up and evaluation project to assess the relevance and effectiveness of its training schemes.

RESA/D/6 a

MINISTRY OF EDUCATION
SINGAPORE

Introduction

In general, the process of evaluation would involve consideration of a number of factors such as:

(a) Nature and standing of the institution;

(b) Content of the course, or subject of study, and its relevance to the purpose in hand;

(c) Standard of the course in terms of minimum qualification for entry thereto and zone of eligibility for enrolment;

(d) Type of course in the sense of whether it imparts knowledge or skill not previously possessed or enhances or enriches existing knowledge and skill or provides opportunities for research and self-study under nominal guidance.

The subject of evaluation/recognition of a qualification can perhaps be considered from three convenient viewpoints.

Category 1 — As fulfilling minimum requirements for proceeding on a course of study leading to a higher academic qualification.

Category 2 — As conferring eligibility for membership of a profession.

Category 3 — As fulfilling requirements for employment.

Category 1

In Singapore, the autonomous institutions of higher education such as the University of Singapore and Nanyang University, and the middle level institutions such as the Singapore Polytechnic and the Ngee Ann Technical College, lay down their own minimum entry qualifications and determine the academic equivalence of qualifications offered by a candidate who seeks entry to pursue a course of study. The entry requirements will necessarily vary with the level of the course to which admittance is sought and also with any changes in policy relating to the calibre expected generally of candidates. Since these institutions are fully competent to decide on matters within their own autonomous areas of jurisdiction, the Ministry of Education is not directly concerned in evaluation/recognition of qualifications for this purpose.

Category 2

In Singapore, the various professions have their own professional bodies who determine the evaluation and recognition of specialised qualifications offered for membership of the respective profession. For example, the Singapore Medical Council in respect of doctors, dentists and other members of the medical profession, the Singapore Society of Accountants in respect of accountants, the Singapore Society of Engineers in respect of engineers, the Singapore Law Society in respect of advocates and solicitors, have under the various Acts of Parliament statutory authority to lay down minimum qualifications for membership of the respective profession, and to assess qualifications offered by candidates who wish to practise.

Category 3

Under the Constitution of Singapore, the President has powers to prescribe schemes of service which lay down the requirement to be fulfilled for recruitment to and promotion in the civil service including the possession of academic or other qualification. In practice the Ministry of Finance performs the administrative functions of drafting such schemes of service and, after obtaining appropriate authorisation, of publishing them in the official Government Gazette, and of keeping these schemes up to date. Working within framework of the approved schemes of service, which permit a limited degree of flexibility, the Public Service

Commission, under powers given to it by the Constitution of Singapore, recruits and promotes civil servants other than members of the judicial and legal services and employees on daily rates of pay. As an integral part of assessing suitability of candidates for such recruitment and promotion, the Public Service Commission examines the qualifications, academic and otherwise, offered by a candidate, and in the process undertakes the task of evaluation and recognition.

In the Singapore civil service, a person who is required to possess only a Bachelor's degree at Honours level for initial appointment, is awarded two increments in his salary timescale on acquisition of an acceptable Master's degree and four such increments for acquisition of an acceptable Ph. D. degree. Officers who successfully undergo other courses of training or instruction are not, as a rule, given any monetary recognition, but their usefulness, mobility and chances of promotion are enhanced. In the Ministry of Education, there is a system of granting "cash bonuses" to teachers who have successfully undergone certain recognised long duration in-service training courses in the teaching of languages other than their own speciality.

The Public Service Commission is also the authority for awarding scholarships, fellowships, training courses and other awards, which functions it took from the Ministry of Education in 1963. In the course of administering this area of responsibility, the Public Service Commission evaluates not only qualifications offered by a candidate for such awards but also the final qualifications which the awardee would expect to obtain at the end of the course for which he has applied.

The statutory boards — semi-Government authorities set up by legislation to be responsible for certain areas of public work such as administration of the port system, the telephone system, public housing and development of land, adult education, the public utilities of water, electricity and domestic gas, and so on — have their own independent criteria for evaluating qualifications offered by a candidate for employment; these authorities however tend in practice to follow the lead of the Public Service Commission as far as possible in such cases.

Methods of recognition in general

There can be no uniform method of recognition for all types of qualifications. Regard should be paid to the existing systems of, and the options available in manifesting such recognition. Recognition could be monetary such as a cash grant in the form of a bonus or an accumulating benefit in the form of permanent enhancement of salary; promotion to higher status and responsibilities; reposting to new duties which take cognizance of and are relevant to the new qualification; conferment of eligibility (for example for promotion to higher grade), and so on.

Awards from SEAMEO Centres/Projects

As far as can be ascertained, there has been no difficulty in the evaluation or recognition of degrees/diplomas/certificates awarded by SEAMEO Regional Centres and Projects, and it has not been found necessary to create any special administrative set-up to deal with this subject. Any problems or difficulties that arise could best be dealt with on the individual merits of the case as circumstances require; and it might not be wise to lay down too rigidly the kind or form of "recognition" that should be accorded awards from SEAMEO Regional Centres. It might be best to leave it to the individual member countries of SEAMEO to determine the form of recognition it should take.

At present the degrees awarded by the University of Singapore and by Nanyang University—Bachelor's (Pass) Degree, Bachelor's (Honours) Degree, Master's Degree, Ph. D., and higher Doctorate—are the benchmarks against which qualifications from other institutions are generally assessed, allowance being made on an *ad hoc* basis for qualifications which do not fall strictly within this hierarchy. In this situation it would be much easier to evaluate a qualification, if the institution granting it were affiliated to or had some similar relationship with a University of equivalent stature so that some comparability of standards is maintained.

In the case of courses which could be regarded as being in the main of a professional nature, appropriate liaison with the professional bodies would be equally helpful.

Since courses conducted at SEAMEO Centres are attended by civil servants nominated by member countries and are basically designed to upgrade their technical and professional competence, there would be no difficulty in recognising the value of such course, since a careful study would have been made of the proposed utilisation of the participant before he is nominated for the course. Such utilisation may itself constitute recognition in that adequate importance is paid to the benefits he has received during the course at the Regional Centre or project. Even if there is no immediate monetary advantage, the participant's utility value would be enhanced as well as his chances of advancement to higher status, responsibility and remuneration.

Conclusion

Not only are civil servants selected to undergo courses at SEAMEO Regional Centres given full pay leave, but on return are allotted duties consistent with the acquisition of new skills, and this in itself would perhaps be the best practical form of recognition. Indeed the value of such a course very often might well be the participation itself, the meeting of minds and the exchange of ideas and information on a regional basis, and ultimate benefit should be viewed as accruing not to the individual participants by way of narrow personal advancement but as accruing to the countries concerned and to the region as a whole.

PUBLIC SERVICE COMMISSION

SINGAPORE

Under the Constitution of Singapore, the authority for recruitment, promotion and discipline of all Government officers is vested in the Public Service Commission. In 1963 the Public Service Commission was given the added responsibility of looking after the manpower requirements of the State in terms of higher education locally and overseas. The Public Service Commission deals with the evaluation and recognition of foreign degrees, diplomas and other qualifications only in relation to:—

(a) Suitability for appointment to the various posts in the Civil Service;

(b) Incremental credits and promotion eligibility of civil servants.

Since the Public Service Commission is also responsible for administering most of the scholarships and training awards donated by other countries, there is generally no problem over the recognition of foreign qualifications obtained by persons selected by the Public Service Commission for such scholarships. Before the scholarships and training awards are accepted, the courses are closely scrutinised to ensure that:—

(i) The educational standards are high; and

(ii) The training is relevant to the manpower requirements of the State.

All scholars selected by the Public Service Commission for studies overseas are bonded. When they return, the Public Service Commission places them in jobs consistent with their qualifications either in the Civil Service or semi-government organisations. There is therefore no problem regarding recognition of foreign qualifications obtained by Singaporeans selected by the Public Service Commission for approved overseas training courses.

Qualifications of SEAMEO Centres

Since most of the SEAMEO projects are aimed at improving the professional and technical abilities of persons already employed in the public services of member countries, and the majority of the courses at the Centres are of less than a year's duration, there should not be any concern over recognition of qualifications *per se*. Unless the Centres are affiliated to universities or institutions of higher learning which are empowered to grant degrees and diplomas, recognition of qualifications is not the issue. It should suffice that member countries send suitably qualified participants for the courses at the Centres. Active participation in the courses of the Centres means that member countries accept the relevance and usefulness of the training provided. With almost all participants being civil service personnel, the training provided should be problem-oriented. Key civil service personnel trained at the various Centres should be able to return to their respective jobs better equipped to tackle problems in their areas of speciality and to view these problems from a regional basis.

In Singapore, persons selected for SEAMEO courses are given full-pay during the duration of their courses. This is sufficient recognition, as civil servants who wish to attend courses not relevant to the needs of their Department can only do so on no-pay leave. Participants of SEAMEO courses should also benefit materially in the sense that being better equipped they should be able to earn promotion before long.

Training provided at SEAMEO Centres should therefore be viewed as practical training on a regional basis. Participants in these courses should therefore be given the same recognition as trainees who have been sent to western countries for practical training under the Colombo Plan or other similar technical cooperation schemes.

MINISTRY OF EDUCATION

THAILAND

Due to the fact that university education in Thailand is under the control of the Office of the Prime Minister and not the Ministry of Education, the evaluation of any academic qualification in the Ministry of Education either for recognition or equivalency does not cover different levels of university education. The Ministry of Education does recognize college and university education, but in all cases the only statement that the Ministry can make is only to the effect that it is comparable or equivalent to Higher Education. No attempt will be made to evaluate specifically whether it is equivalent to bachelor's degree or any other higher degree. The evaluation of academic qualification in the Ministry of Education is, therefore, mainly concerned with certificate or diploma below degree level.

Since there are laws and regulations relative to academic qualifications according to our system of national education which stipulate that other qualifications can be regarded as substitutes, provided that the Ministry of Education considers them to be equivalent, it becomes another responsibility of the Ministry to evaluate other qualifications when requested. A section in the Department of Educational Techniques is charged with this responsibility. The request will be submitted to this section for consideration, and then transmitted to the Ministry with certain recommendations. It is up to the Ministry to decide. Once a certain qualification has been recognized or accepted as equivalent to a certain level of education, that section in the Department of Educational Techniques will proceed to deal with other similar cases without referring to the Ministry. It is only when a new case appears that permission has to be granted by the Ministry. As a result of this procedure, this responsible section in the Department of Educational Techniques acquired a long list of academic qualifications already recognized or accepted as equivalent by the Ministry of Education.

When an academic qualification is submitted to the Ministry for consideration, the Ministry may either recognize it for some specific purpose or accept as equivalent to certain level of education in the country.

There are wide varieties of recognition for specific purposes: for example, to be eligible for inherited pension or to be accepted as a candidate of some political election. In all cases of recognition, no certificate of recognition will be issued by the Ministry. The procedure begins with the request from other acency to the Ministry of Education to consider whether such a qualification could be recognized for such and such a specific purpose. The recognition or rejection will be communicated to the agency concerned either by memorandum or letter.

In case of equivalency, an individual can submit the request that his or her qualification should be considered to be equivalent to certain level of education. If accepted as equivalent, a certificate of equivalence will be issued by the Department of Educational Techniques on behalf of the Ministry of Education. The equivalency of an academic qualification is, therefore, the recognition for general purpose. A person with the certificate of equivalence can enjoy the right or privilege given to that level of education without any restriction.

Beyond elementary education, the Ministry classifies levels of equivalence into 5 catagories: equivalent to Higher Education, higher than Senior High School, equivalent to Senior High School, higher than Junior High School, equivalent to Junior High School. It should be noted that, at the Higher Education level, no attempt will be made by the Ministry to differentiate among undergraduate, graduate or post graduate education. It does not even signify whether it is equivalent to bachelor's degree or not. This is due to the fact mentioned above that the Ministry does not have judicial power over university education, and, therefore, is not supposed to be competent in connection with Higher Education.

It is our common practice, at the Higher Education level, to classify bachelor's degree from every part of the world to be equivalent to Higher Education regardless of the requirement. We know that the admission requirements for the first degree in different colleges and universities all over the world have wide variation: so ne may require only ten years of schooling before entrance and only three years in the university

is sufficient to be graduated. This is another reason why the Ministry does not try to be specific, but limits itself to only loose statement that it is equivalent to Higher Education.

Most of the certificates and diplomas beyond high school will be considered in our system as Higher than Senior High School. It is only when the training period for those qualifications is of four years or longer that they will be classified as equivalent to Higher Education. The reason for doing so is simply because the requirement for a bachelor's degree in our system is four years beyond high school. The exception is only when in that system the requirement for graduation from high school is lower than eleven years. In this exceptional case, it is highly likely that the qualification concerned will be classified only as Higher than Senior High School.

To be qualified as equivalent to Senior High School, the academic qualification concerned must have the Junior High School Certificate as a pre-requisite, and the training beyond should not be less than three years. In addition, the curriculum during this period of not less than three years must contain basic elements of general education. Any qualification above Junior High School that does not meet these requirements will be classified only as Higher than Junior High School.

The same principle applies to the lower level of equivalence i. e., to be equivalent to Junior High School, the pre-requisite is the completion of not less than six years of elementary education. The duration of training beyond this pre-requisite should not be less than three years, and the curriculum must include also basic elements of general education.

If the main interest of SEAMEO in connection with this matter lies at the Higher Education level, information from the Thai Ministry of Education is not of particular relevance. However, additional information along the proposed guidelines will be also given in this paper. As an answer to the question whether the Ministry of Education encountered any problems or difficulties in exercising this responsibility, we can say that, in so far as it concerns education below Higher Education level, we do not have any serious problem. And, at the Higher Education level, because we do not try to be specific, no difficulty arose. The system of general education before going to college or university all over the world is more or less comparable, while the comparability of Higher Education is quite a problem. UNESCO has been trying to do something along this direction for more than a decade, yet nothing of any substantial nature has been achieved.

In connection with our participants at SEAMEO Regional Centres, due to the fact that the working language is English, it is not possible for our participant without at least a bachelor's degree to participate, many of them do have Master's degree from English speaking countries. Their language fluency may be lower than expected, but we do not think that there will be any difficulty in so far as it concerns other academic standard. Up till now, we have never had any case of complaint about their academic qualification not being recognized by SEAMEO Regional Centres.

The idea that awards from SEAMEO Regional Centres should be accorded some kind or form of recognition in member countries is a good one and deserves further consideration. The fact that training at different SEAMEO Regional Centres may vary in length of time from one month to one year or even more calls for different kinds or forms of recognition. Moreover the requirement of academic qualification before going into training may also vary. Taking into consideration these two variables, it is our opinion that the different kinds of training at different SEAMEO Regional Centres should be classified into two categories: one is the training of less than one year duration; while the other is of one year or more. Then each catagory should be subdivided according to the academic requirement into three main sub-categories: the first one should be those with requirement lower than the bachelor's degree; the second one should comprise those with bachelor's degree requirement; the last sub-category is for those with requirement higher than bachelor's degree. With this system of classification in mind, one can proceed to determine appropriate recognition to be accorded.

Any kind of training at any SEAMEO Regional Centre without bachelor's degree background and with the duration of less than one year should not be recognized. It should be assumed that the objective of this kind of training is for practical purposes. No attempt should be made to count this kind of training toward a bachelor's degree. The idea behind any training for bachelor's degree goes beyond specific training

of specialization for practical purposes; it involves integration of basic disciplines necessary for the academic as well as intellectual development in the future. It should be left to the college or university to organize appropriate programme for this end.

If the training at any Centre requires a bachelor's degree as necessary background and the period of training is less than one year, some kind of recognition on the national basis should be encouraged, but not on the regional basis. No attempt should be made to arrive at equivalencies on the international standard. The reason behind this proposal is based on the fact that most of the training beyond bachelor's degree that can count for another diploma or higher degree usually will require not less than one year. What kind of recognition on the national basis should be accorded in this case may vary from one country to another. It should be comparable to in-service training given in a country. Any privilege or recognition given in a country for this similar kind of training should also be extended to graduates from SEAMEO Regional Centres.

With bachelor's degree as a background requirement and the period of training is longer than or at least one year, it is advisable to explore the possibility that equivalencies to a diploma or master's degree should be accorded. One way of doing it is for the Centre to affiliate itself with the degree granting institution in that host country. If the diploma or degree was granted by the institution of higher learning in a member country, it is highly likely that the other member country may recognize it to be equivalent to some diploma or degree in that country. No attempt should be made on the part of the Centre itself to become a degree granting institution.

The training or research work at a higher level which requires academic background comparable to master's degree and with the period of work longer than one year should also be considered. It is possible for the degree granting institution in any country to recognize and confer some kind of diploma, but it is doubtful whether such a kind of training or research work can fulfil the requirements for a doctorate. Whatever the case may be, as suggested before, the Centre should explore the possibility of affiliation with the institution of higher learning in the host country.

It will be seen that the idea behind our proposal concerning recognition to be accorded to awards from SEAMEO Regional Centres is that not all awards should be recognized on the regional basis: those with short period of training should not be recognized at all; some with appropriate background and reasonable length of training deserve only recognition on the national basis not more than the kind of recognition given to similar kind of training in that country; only those with proper academic requirement and longer period of training should receive recognition or equivalence on the regional basis.

It is strongly recommended that the procedure of getting recognition or equivalence should not go directly from a Centre to each member country, but should go through the existing institution of higher learning with degree granting capacity in the member country where the Centre is situated. One of the advantages of this procedure is due to the fact that recognition or equivalence of degree or diploma from many member countries by other member countries has been in existence for a long time. If by some way or other the awards from any SEAMEO Centre becomes a kind of qualification conferred by a certain institution of higher learning well known in the region, the same kind of procedure of recognition in other member countries can be applied according to the standard already established or accepted as a common practice.

Having proposed what should be done, a word of warning should be given: there is also a danger if this idea will be carried on too far. The work done at any SEAMEO Regional Centre will usually have specific objectives; those objectives may not have anything to do with recognition or equivalency, yet in order to fulfil such a requirement, additional components may have to be added resulting in the dilution of original objectives. It will be a tragedy if most of the SEAMEO Regional Centres will turn to be diploma or degree granting institutions. It is our fervent hope that, with proper precautions, it will not happen to be the case. If it is not necessary to seek recognition or equivalency, it is necessary not to do so.

CIVIL SERVICE COMMISSION

THAILAND

The Civil Service Act establishes a Civil Service Commission appointed by H. M. the King consisting of the Prime Minister as Chairman, the Deputy Prime Minister as Vice-Chairman and not less than five or more than seven other commissioners experienced in the public services. This Commission is responsible for the detailed regulation of the civil service and the control of personnel practices to insure conformity to the Act. Other functions are the classification and qualification requirements of civil service positions, and the approval of special personnel practices which are not covered in the general civil service regulations. Requests for additional personnel or new positions are cooperatively handled by the Civil Service Commission and the Budget Bureau. The Civil Service Commission approves and fixes the classification and qualification requirements of new or revised civil service positions, and the Budget Bureau approves requests for funds for additional positions.

A civil servant holds personal rank in one of five classes: fourth (the lowest), third, second, first, or special. Each class is divided into a varying number of grades which are somewhat similar to sub-classes. When a new recruit is instated into the civil service, he is placed in a specific class. In consideration of his rank, he is then appointed to a position, the salary grade of which has been fixed by the Civil Service Commission.

The rank of a civil servant, as reflected in his class, is attached to him personally and is not affected by change of position within the limits prescribed above. Civil servants who have left the government service may be reinstated in the same class, grade and salary step which they had before leaving. Appointments of civil servants to positions must be made in accordance with the following prescriptions of the Act.

Appointment to a position of clerk or its equivalent is made from fourth class civil servants;

Appointment to a position of official of the section or its equivalent is made from third or fourth class civil servants;

Appointment to a position of chief of section or its equivalent is made from second or third class civil servants;

Appointment to a position of chief of division or its equivalent is made from first or second class civil servants;

Appointment to a position of ministerial under-secretary, deputy under-secretary, director-general, deputy director-general, division director or their equivalents is made from special class civil servants.

The recruitment of persons into the civil service as clerks or officials of the section can be done by means of competitive examination.

Civil Service Commission regulations permit those who have received an academic degree or vocational training certificate to be selected or given a selective examination and instated no higher than the second class. After completing their education or professional training, government scholars are instated into the civil service without selective examination.

When speicial circumstances require the use of different selection methods, the agency involved reaches agreement with the Civil Service Commission to issue a Royal Decree permitting the variation.

The Civil Service Commission fixes qualification requirement of a civil service position. The salary of each position has to be determined by rank and duties of the post occupied. In addition, at the entry level, the educational qualification of a position is equated in terms of the starting pay for the incumbent of such a post. In other words, the C. S. C. recognizes and evaluates an academic qualification in terms of pay for a civil servant. The Commission may also equate educational qualification for the purpose of promotional requirement. The request for other purposes has to be considered by the Ministry of Education or the National Education Council as the case may be.

Educational qualifications may be classified into two main categories: domestic and foreign. In the first case, the Commission will recognize only those educational qualifications approved by either the Ministry of Education or the National Education Council. And the evaluation of such academic qualifications in terms of pay will be prescribed in the C. S. C.'s regulations. In the latter case, the C. S. C. will recognize only educational qualification awarded by an accredited educational institution. For this purpose, institutions or countries are devided into two groups; Asian countries and the European block including U. S. A., Australia and New Zealand. For the purpose of pay, educational qualifications are classified into the following levels; Below A. A.; A. A.; Bachelor; Master; and Doctor; Diploma below Bechelor and beyond Bachelor.

The procedure of evaluation of a degree, a diploma or a certificate, is as follows. When an operating agency requests for the evaluation of educational qualification of any individual, additional information such as his or her brief biographical data, educational certification and transcript of records is also expected to be submitted for consideration. The request will be submitted to the qualification section in the Devision of Techniques for consideration and then transmitted with certain recommendations to the Civil Service Sub-Commission. In the process of consideration, other pertinent information including admission requirements, curriculum, duration of course, types of course (regular or special), final examination, level of degree awarded, types of educational institution (private, governmental or international) are also brought into consideration in order that the whole educational system of the individual country has been observed. The Sub-Commission consists of delegates from the Ministry of Foreign Affairs, Ministry of Justice, Mnistry of Defence, Ministry of Education, Office of the National Education Council, Department of Technical and Economic Cooperation, and Office of the C.S.C. It is up to the Sub-Commission to decide in accordance with workable standards of evaluation of foreign educational qualification set up by the Commisstion.

Once a certain qualification was recognized and evaluated, the office of the C. S. C. can proceed to deal with other similar cases without referring to the Sub-Commission.

The Civil Service Commisstion will consider and evaluate the academic qualifications awarded by SEAMEO Regional Centres in accordance with the above-mentioned procedures.

MINISTRY OF EDUCATION

VIETNAM

a) Administrative Set-Up.

Like many countries in Southeast Asia, since our independence, Vietnamese students and civil servants are sent to institutions in other countries with different systems of education for training in various fields. One of the many problems encountered upon their return is the evaluation and recognition of their degrees/diplomas obtained from abroad. This difficulty is raised whenever they apply for pursuing studies at home, recruitment or promotion in the Civil Service.

To deal with this problem, our government established in 1956 a Council of Accreditation and Degree Equivalencies responsible for the evaluation of foreign diplomas and certificates.

This Council, chaired by the Minister of Education (or his representative), is composed of 5 other members:

— the Director-General of the Civil Service, or his representative.
— the Minister concerned, or his representative.
— the Rector of Saigon University, or his representative.
— the Director of the National Institute of Public Administration, or his representative.
— the Director-General of Planning, or his representative.

The Council also seeks assistance and advice from high ranking officials of the Ministry of Education namely, the Director-General of Primary and Secondary Education and the Director-General of Technical and Vocational Education.

To facilitate the task of the Council, two Sub-Committees have been set up by the Ministry of Education to make preliminary consideration: one dealing with degrees awarded by educational institutions from English-speaking countries, the other in charge of diplomas obtained from French-speaking countries.

The Chairmen of these two Sub-Committees are allowed to attend meetings of the Council to provide additional information for final decision.

b) Problems Encountered

1. Current Problems

The problem of evaluation and recognition of foreign degrees and diplomas has posed serious difficulties since we are dealing with various systems of education. Each country has its own type of schools with their own curricula, admission requirements and grading systems which differ from one to another.

Therefore the evaluation of degrees/diplomas granted by these different institutions should take into account many factors such as:

— admission requirements,
— curriculum,
— average duration of studies,
— standards of quality of the institution,
— recognition of degree equivalancies within the country concerned.

2. Problems Pertaining to SEAMEO Awards

With regard to the SEAMEO Regional Centers awards, the problem of getting appropriate recognition by Civil Service and University authorities in member countries is becoming more acute in the near future with the increase of regional cooperation and training activities of the SEAMEO Regional Centers.

This idea, also expressed by many Regional Project Directors, has been motivated by their concern for the development of the Regional Centers as well as for the appropriate job to be assigned to the trainees upon their return to their home country.

i) The evaluation and recognition of certificates, diplomas and degrees awarded by SEAMEO Institutions have encountered many difficulties due to the following factors:

— SEAMEO Institutions are mostly training and research centers not affiliated with a university or college, (except SEARCA and some TROPMED Centers), therefore have no academic status for granting diplomas and degrees.

— There is no strict regulations for admission into the SEAMEO Regional Centers, and there is great variation in academic background among the participants.

— Up to now the evaluation of the SEAMEO awards has been considered only on a national basis, and could be arranged adequately in member countries. An attempt to recognize these certificates/ diplomas on a regional basis would raise many difficulties and require an exchange of views and a close cooperation of experts from member countries to find out a solution for the problem.

ii) Another difficulty we have to face in many member countries is to get the best trainees who are willing to undergo training at the SEAMEO Centers whose courses and curriculum are suited to the needs of the region. One of the reason for the lack of prompt response to the training course is that SEAMEO Institutions are newly created and people are not well informed about the good standards of the Regional Centers. People in member countries have no guarantee about the appropriate recognition of the diplomas/ degrees granted by our Regional Centers.

SEAMEO non-degree training courses sometimes do not attract people for application since certificates of completion of short-term training courses are not accepted by the Civil Service authorities as a basis for recruitment. However, depending on the duration of the training program, some certificates of this kind might be used for promotion to a higher step of the salary scale.

This Seminar will be of great help in having Civil Service authorities as persons dealing with the problem of recognition and equivalences of degrees/diplomas, working together and being informed of the qualifications of the SEAMEO Centers.

c) **Recommendations**

With regard to the form of "recognition" to be accorded to awards from SEAMEO Institutions, we wish to make the following recommendations:

1. Establishment of National Coordinating Committees.

Short-term training course certificates of completion are not recognized in Vietnam by the Council of Accreditation and Degree Equivalencies, nor accepted by the Civil Service for the reclassification or recruitment.

Holders of these certificates should be given however an appropriate job to make use of their training experience.

Therefore, the establishment of a National Coordinating Committee for SEAMEO project in each member country will be of great help for this purpose.

2. Establishment of Regional Accrediting Association.

Up to now SEARCA and TROPMED are SEAMEO institutions which offer training towards a degree (M. S. or Ph. D). Other centers might in the near future avail themselves of the right to award degrees in other fields (Education, Biology, English, etc.). These degrees can be recognized in member countries as other degrees granted by regular universities/colleges, since SEAMEO Centers have at least the same educational standards as good institutions of higher education in the region.

Some of the non-degree training courses with at least 6 months' duration within the research training programs could be given appropriate recognition, for instance under the form of "research credits," in order to allow the trainees to pursue their studies in the institutions of higher learning in the region.

For this problem we would suggest the establishment of a "Regional Accrediting Association" to deal with the evaluation of general educational programs of SEAMEO Centers and universities/colleges within the region, and to decide on the recognition of accredited institutions within the SEAMEO sphere.

A closer cooperation between SEAMEO Regional Centers and the Southeast Asian colleges and universities should be strengthened through research grants to these institutions as well as exchange of scholars and research scientists between these institutions.

The task of the "Regional Accrediting Association" will be a very difficult one. Therefore, there is a need to know the systems of education of the member countries.

3. Comparative Study of Educational Programs.

A comparative study of educational programs in the Southeast Asian region should be carried out, and a form of evaluating diplomas and certificates awarded by regional educational institutions should be worked out.

d) Conclusion

The problem of evaluation and recognition of certificates, diplomas and degrees awarded by SEAMEO Institutions is becoming an urgent problem due to the rapid growth of their training and research activities and the need for the appropriate use of the trainees upon their return to their home countries.

The reverse problem we wish also to solve is the evaluation of diplomas/degrees obtained in member countries for the purpose of admission into Regional Centers, as well as for admission into the educational institutions (colleges and universities) of the region. A seminar of this kind will provide an opportunity for Southeast Asian educators and administrators to know the various systems of education of the SEAMEO member countries, and to devise the best possible scheme for the recognition of certificates/diplomas awarded by our schools to suit the needs of the SEAMEO Centers for selecting participants and trainees.

SEAMEO will be able to benefit a great deal from the ideas, suggestions and recommendations made at the seminar which, it is hoped, will lead to the creation within the region of a formal body or machinery dealing with the problem of recognition and maintenance of educational standards among the accredited regional institutions.

As for the accreditation of certificates/diplomas awarded by SEAMEO Centers, some kind of "recognition" of these awards should be worked out to give the Civil Service of member countries a basis for consideration.

The lack of such "recognition" not only frustrates participants, but also weakens the regional cooperation and the development of the Regional Centers. It is hoped that representatives to this seminar will endeavour to reach a consensus and to take significant steps toward solving this problem in order to promote and stimulate good understanding between SEAMEO nations.

DIRECTORATE - GENERAL OF CIVIL SERVICE

VIETNAM

I. Administrative Set-Up

Before attempting to analyze the problem of Evaluation of Degrees/Diplomas of SEAMEO Regional Centers, it is advisable to have some ideas of the organizations involved in Overseas Training and Studies and the administrative set-up to deal with the assessment of foreign degrees or diplomas in general.

A. Overseas Training and Studies

In Vietnam, three organizations share the responsibilities of overseas training and studies: the Directorate-General of Planning, the Ministry of Education and the Directorate-General of the Civil Service.

1. The Directorate-General of Planning:

— cooperates with the Ministry of Education and the Directorate-General of the Civil Service in developing the policy of formation and training of technicians to meet national needs.

— centralizes scholarships offered by friendly nations or various organizations under technical assistance programmes and then transmits them to the Ministry of Education or the Directorate-General of the Civil Service for consideration.

2. The Ministry of Education

The Commission on Overseas Studies (C. O. S.), of which the Minister of Education is Chairman, in a joint effort with the Directorate-General of Planning, analyzes educational needs to determine a programme of formation of specialized manpower for all disciplines.

Representatives of Ministries concerned, as well as representatives of sponsoring organizations might assist the C. O. S. in technical matters.

The C. O. S. sets up requirements, reviews and selects students and applicants from the private sector. The procedure applies to those who study at their own expense as well as to those who are beneficiaries of a grant-in-aid.

3. The Directorate-General of the Civil Service

The Directorate-General of the Civil Service has been entrusted with the training of civil servants since November 1967, but the overseas training, formerly vested with C. O. S., was only transferred to this Directorate in October 1970.

Implementing a programme prepared with the cooperation of the Directorate-General of Planning and various government agencies, the Directorate-General of the Civil Service explores opportunities offered by friendly countries, private or international organizations to supplement internal training facilities for civil servants.

The Directorate-General of the Civil Service centralizes training needs, nomination forms from all agencies and establishes priorities.

While the C. O. S. at the Ministry of Education is responsible for the selection of students and individuals of the private sector, civil servant nomination forms are submitted to the Civil Service Committee for review and approval.

To carry out this function, the Chairman of the Civil Service Committee who is the Secretary of State at the Prime Minister's Office, or his accredited representative, is assisted by the Director-General of the Civil Service, the Director of Planning and the Permanent Secretary of the Ministry concerned or their representatives.

B. Evaluation and recognition of foreign degrees and diplomas

The assessment of foreign degrees and diplomas is the responsibility of the Commission on Accreditation and Degree Equivalencies which is composed of:

The Minister of Education, as representative of the President ..... Chairman

The Director-General of the Civil Service or his Representative ..... Member

The Rector of the National Institute of Public Administration or his Representative ..... Member

The Rector of Saigon University or his Representative ..... Member

The Director-General of Planning or his Representative ..... Member

The Minister concerned or his Representative ..... Rapporteur with right to vote

An Official from the Ministry of Education ..... Secretary without right to vote.

The evaluation of foreign diplomas is important because there must be recognition of their equivalence to Vietnamese degrees to assure the eligibility of the graduates for recruitment, classification or promotion in the Civil Service. This recognition also assures that the holders of such diplomas can continue their studies and take examinations at one of the State Universities.

Degrees and diplomas are assessed on the basis of:

— Admission requirements
— Curriculum
— Duration of studies
— Final examinations

Certificates of completion of specialized short-term or non-degree training courses are not evaluated by the Commission nor accredited so far by the Civil Service for recruitment, classification or promotion.

C. Difficulties encountered and measures taken

Since programmes of studies as well as grading systems differ from one educational institution to another, the task of the Commission on Accreditation and Degree Equivalencies is not an easy one.

Two sub-committees have therefore been set up, one in charge of diplomas awarded by English-American speaking institutions, and the other responsible for those awarded by institutions located in French speaking countries. They do the preliminary work by considering in detail all factors involved before referring to the Commission for final decision. They often get useful complementary information from cultural attachés concerned.

II. Difficulties encountered by Civil Servants concerning the Recognition or Equivalence of their SEAMEO Regional Centers Degrees/Qualifications.

SEAMEO Regional Centers conduct specialized short-term training courses and advanced studies toward M. S. or Ph. D. degrees.

1. In the first case, as mentioned earlier, certificates of completion of short-term training courses are not recognized by the Commission on Accreditation and Degree Equivalencies and not accredited so far by any Civil Service regulation.

Civil servants are however granted full pay while training abroad and the right, upon return, to resume their previous position or at least, to be appointed to an equivalent one. Civil servants who have completed their short-term training at SEAMEO Regional Centers, like those trained under similar conditions at home or in other countries, might also be given priority for promotion if they meet all other requirements provided in the Civil Service regulations. Decision is also left to Ministries concerned for taking into account the experience and knowledge gained abroad in their appointment to a more responsible position which is entitled to a function allowance.

2. There will not be any problems for scholars studying for their M. S. or Ph. D. degrees in Agriculture at SEARCA or those who will be granted the M. S. degree under the auspices of TROPMED.

As a matter of fact, equivalence has been given to degrees in Agriculture, Mechanical Engineering, Political Science and Education awarded by Philippine Universities and Colleges. We have also had graduates in many disciplines from other Southeast Asian countries, whether member or not of SEAMEO, namely: the Republic of China, Japan, the Khmer Republic.

III. Conclusion

SEAMEO countries exchange students on the multilateral basis of cooperation and share educational and research facilities.

To maximize the use of Regional Centers considered as common properties, there must be an inter-regional planning concerning admission requirements, curriculum and duration of courses conducted.

This cooperative effort will accelerate educational development and improve the training programme of each nation by avoiding duplication and ensuring an appropriate choice of participants as well as the best use of their qualifications upon return.

On the other hand, member countries will have bases that they can use as guidelines in the evaluation of Degrees and Certificates of short-term training of Regional Centers.

The objective of such evaluation is twofold:

1. for recognition in each country
2. for recognition in SEAMEO countries as a whole.

In the first case, measures will be taken within the overall policy and the framework of the Civil Service system of each country concerning recruitment, classification, job assignment, promotion and other possible privileges.

It is perhaps early but not unuseful to find approaches for the second eventuality, because in certain cases, talents and qualifications of SEAMEO Regional Centers trainees might be used at the best, not in their home land, but in SEAMEO sphere. Agreement should be worked out by competent authorities.

E. PROJECT CENTRES' REPORTS

RESA/E/1

BIOTROP'S

TRAINING COURSES AND PROGRAMMES

Introduction

The functions of BIOTROP as specified in Article II of its constitution comprise a.o. the following:

1. To teach junior regional scientists, through direct personal involvement in on-going research "the art of basic discovery in biological work and the practical ways of applying this to the needs of their countries."
2. To provide opportunities for the senior scientists of the region to do research on regional problems with colleagues from other nations.
3. To provide special training courses as indicated by the particular urgent needs of SEAMEO member countries.
4. To disseminate scientific information among the potential users of the participating countries and to facilitate its practical application.

To achieve its objectives and functions BIOTROP has conducted training courses.

In its almost 3 years' interim period, BIOTROP has already carried out one short course and two six months courses in connection with its "Tropical Forest Biology" project, which were attended by a total of 28 participants. On-going is now a training course on "The chemistry of natural products" with 5 participants. Before the end of the fiscal year 1970 - 1971, the following courses will be conducted:

1. Training course in Human Biology
2. Training course in Forest Biology.

Two candidates from each of the SEAMEO member countries are invited to attend the courses.

Aims of BIOTROP's training courses

BIOTROP's training courses are of two kinds. The first kind is of short duration, i.e. six to twelve weeks. This is intended to improve the skills of technicians and young scientists in specific fields, e.g. field collection of plant and animal specimens, and their labelling and curation, chromatographic techniques, etc. A list of possible courses to be conducted was assembled during the BIOTROP's Regional Workshop in Bandung in 1967.

The second kind is of medium and long duration, i.e. six months and longer. The courses in this category are closely geared to research projects. Hence they are called research training courses. In these courses the participants work under the guidance of senior research workers. They are assigned certain parts of the research project being undertaken and are thus actively involved in the project. As members of the team they share in formulating the problems, look for ways in solving these through observation and experimentation and finally share in the excitement of new discoveries.

These research training courses at the same time serve to collect the biological data needed by the region for its economic development.

The syllabus/curriculum of the courses

At least six weeks prior to the commencement of a course, a prospectus containing the course syllabus is sent to the respective Ministers of Education. It is intended that in the future the time between the announcement and the commencement of the course will be made longer, e.g. three months.

Requirements for the candidates

In each announcement of a coming BIOTROP's course is clearly stated the necessary requirements for the candidates intending to attend the course. In general, applicants should have sufficient knowledge

in both spoken and written English. Naturally they should also have sufficient basic knowledge of the field of science to be able to follow the projected course.

Graduate and post graduate students who intend to use the work at BIOTROP as part of their thesis, should have prior approval of their respective universities, so that their work rendered at BIOTROP will be granted full credit or at least recognized.

Awards given after completion of a course

From the very beginning, BIOTROP has taken as its standpoint that it should not duplicate the activities of universities and other institutions, and therefore BIOTROP *will not grant any degree*. However, BIOTROP does stimulate participants to use the opportunity of doing research at BIOTROP to collect materials for their thesis which they will submit to their respective universities.

Although no degree is awarded, it is considered important, to give a kind of proof or evidence, that the trainee concerned has terminated the course satisfactorily. Therefore to BIOTROP's trainees are given "a certificate" upon termination of the course.

Problems of the proper time of announcement.

In the 1st Directors Meeting held in Bangkok last February, it is decided that the announcement for a course that will be conducted by any SEAMEO Project Center should be forwarded three months in advance. The intention of this early announcement is clear, i.e. that the Minister of Education of each member country will have enough time to consider the matter carefully, and that there will be also enough time to select the most suitable candidates.

According to BIOTROP's experience, however, it is also necessary to send reminders of early announcement preferably by cable. The respones to cables is usually faster than to letters

Problems in getting appropriate candidates for the courses

To the Governing Board in its fourth meeting held in November 1970, BIOTROP reported its problem in getting the appropriate candidates for its courses.

Although the requirements for each course are always clearly stated in the announcement, it happened sometimes that several trainees had difficulties in following the courses, very often because of their insufficient knowledge of English. It also happened that some of the trainees did not come from the specific field intended for the course.

It is recognized that some of the prospective trainees who may profit from the course may not reside under the aegis of the Ministry of Education but, for example, of the Ministry of Agriculture.

The Governing Board therefore decided to suggest that the Ministers of Education of the SEAMEO countries set up an appropriate machinery to advise them in the nomination of suitable candidates for attending BIOTROP courses.

Records of BIOTROP's trainees

At the moment no records are kept of the progress of the trainees. At first it was thought that the award of the certificates would be given on the basis of the performance of the participants. However, this created the problem that a participant might not get a certificate, which could have a serious adverse effect on his career at home. And yet this poor performance could be the result of a wrong selection, e.g. that a participant for an ecological plant physiology course was actually a plant taxonomist. Accordingly he did not have the proper background of plant physiology.

The leaders of the courses, however, did have informal records of the participants. During and at the end of the courses, they discuss with the Director and his assistants the performance of the participants. For the best participants they suggested that either BIOTROP extend their stay at BIOTROP or find ways to send them abroad for further studies.

Assessment or evaluation of BIOTROP's courses and certificates

BIOTROP's certificates given to trainees upon termination of the course are in the first instance intended to testify that the trainees concerned had attended the course to the end. Whether or not these certificates will have any civil effect is up to the government or institution of each trainee, even though anyone will admit that it is not more than fair that it should be taken into account in considering the promotion of its holders.

In the case of graduate or post-graduate students, it is their respective universities that will determine the value of their performance rendered at BIOTROP.

The course content, syllabus, number of hours for lectures and laboratory work and the length of course may give a means for comparison with the practice at universities.

INNOTECH'S

VIEWS ON THE PROBLEM OF EVALUATION AND RECOGNITION OF SEAMEO AWARDS

I. General Remarks

1. The problem of degrees, diplomas and certificates as identified by SEAMES involves a twofold need:

a) the need for each Regional Center to assess or evaluate the equivalence of the qualifications of scholars coming for its courses or programmes;

b) the need for recognition of the degrees, diplomas and certificates granted by different SEAMEO countries.

2. The first need may be considered as an internal matter of each Center. In other words, it is entirely up to the Center concerned to make a decision on the qualifications of its participants.

3. More important is the second need. Recognition of the Center's degrees, diplomas and certificates by the universities of the Region and elsewhere will mean advancement in academic pursuit and an easy flow of scholars from one Regional Center to another, from one country to another.

Recognition of the same by the Governments concerned will lead to promotion and salary increment.

4. Both types of recognition will constitute an incentive to the individual attending a course or programme at a Regional Center.

5. Lack of a solution to this problem will mean lack of incentive, which will eventually result in diminishing interest in the courses or programmes offered by different Centers, thereby reducing the support given by the member countries to the Centers.

6. This sequential state of affair is likely to occur in spite of the usefulness of the courses or programmes, and in spite of the fact that "improvement of knowledge and skill, and finding solutions to instructional problems are changes which are in and of themselves self-satisfying and self-rewarding."

7. Assuming that the above statements were true, efforts must be directed toward finding a solution to the problem.

8. On the other hand, consideration must be given to the fact that the value of degrees, diplomas and certificates, regardless of their origins, tend to diminish as technological advances increase.

9. Employers from both the public and the private sectors tend to look for more than a "piece of paper" presented by an applicant, regardless of what is written on that "piece of paper."

10. The applicant's Ph.D, M.A. or M.S. degree may be a good reference to begin with, but that is only one of several references that the employers are interested in. His personality, practical experiences, language competence, age and marital status, may well constitute the deciding factors in regard to his employment.

11. Civil service departments in many countries have been concerned about the diploma-oriented recruitment procedures which they have to go by, but which has resulted in chronic inefficiency and waste in terms of management.

12. "The proof of the pudding is in the eating." It will take some time for the products turned out by different Centers to prove their worth. Until such proof is given in a conclusive manner, it would be somewhat premature to insist on recognition of the present products.

II. The INNOTECH Training and Research Programme

Apart from various short-term workshops and seminars, INNOTECH offers only two types of programmes which will culminate in the awarding of certificates of completion.

These two programmes are: the Interns Twelve-Month Programme, and the Three-Month Programme for Educational Managers.

A. The Interns Programme

The first Interns Programme began on September 1, 1970, the same date the Center started its interim operation in Singapore.

There is one intern from each member country, with the exception of Singapore which was generous enough to send two.

The interns are considered as staff members of INNOTECH rather than as students. This means that they have followed individual programmes and developed individual projects with a minimum of formal class-room instruction. Formal instruction has been limited to daily seminars and individualized lessons involving reading, self-study, and programmed instruction. A few of the interns have spent much of their time developing their proficiency in reading and writing technical English. They have done this by working with instructional systems which are models of systems they could develop for their own countries. Thus they are not only learning English, but are also learning a procedure for individualizing education that might have widespread applications in their own countries. Other interns, who are already familiar with some aspects of educational technology, have begun projects immediately rather than take part in the seminars and self-study assignments.

a) Phase of the Programme.

i) Assessment Phase. At the beginning of the training, the interns were given a series of tests designed to measure their skill and knowledge of educational technology, systems approach, statistics and technical English. The assessment phase of the programme indicated that the interns have widely different educational backgrounds, work experience, and English proficiencies. Because of these differences, the training has accentuated on individual training programme for each intern.

ii) Instruction Phase. Instruction has consisted of three series of seminars. The seminar series offered during the first month of training were:

1. The systems approach to problem solving.
2. Introduction to evaluation.
3. The application of the systems approach to the design, try-out and revision of instructional materials.

The following self-instructional programmes were also used:

1. Introductory Statistics
2. Effective Reading and Listening.

iii) Projects. After the instructional period, the interns were given individual projects which allowed them to apply what they had learned in the instructional phase to actual problems. The interns have started with small projects, but during the year they will gradually move to larger and more complicated problems. These are their first projects:

1. The Reports of the "First Month of Training."
2. The Classification and Ranking of Educational Problems in SEAMEO Countries.
3. A Study of Personnel Policies for Interns.
4. The Development of a Photographic Exhibit.
5. The Development of Training Materials.

Although the projects sound very different, they all have a common element: the application of the systems approach to a problem situation. Each project began with a problem-solving session with most of the interns participating. Next, there was a collection of data, the development of materials, and the try-out

and revision of materials. The range of projects attempts to demonstrate how the systems approach can be applied in a wide variety of situations. The projects have also been useful in teaching the interns other skills: scheduling the work phase of a project, meeting deadlines, implementing ideas by doing the detailed production, and supervising and coordinating other people.

b) What Lies Ahead in the Interns Programme?

The programme will continue to alternate instructional periods with project periods. After each instructional period, the interns will be given a project assignment to apply the knowledge and skills they have learned in the instructional sessions.

Future instructional periods will cover the following subjects: statistics and research methodology, educational measurement and evaluation, educational technology, creative thinking and the generation of ideas, learning theory, programming, educational systems in Southeast Asia, social and economic changes in relation to education. It should be noted that most of these subjects have been introduced during the first instructional period. Later periods will give emphasis to more detailed knowledge and more complex practical applications. The objective of the project phases will be to have the interns apply the theoretical knowledge and skill acquired during the instructional phase to the design and implementation of research and development projects which use all phases of the systems approach.

The final project in his year of training should be the development of a project proposal that the intern plans to carry out in his own country when he leaves INNOTECH. Much of the time in the last six months of the programme will be spent on developing this project proposal and getting it accepted and supported by the country concerned.

B. The Three-Month Programme

This programme, designed for educational managers and educators involved in specific projects of their own countries, is scheduled to start by April 12, 1971. The programme has three phases:

a) Phase One: Participants will spend the first four weeks at the Center where they will be exposed to the systems approach as applied to problem solving and also to different aspects of educational technology. Problems will be identified, which will be studied in conjunction with the authorities in the countries concerned, when the participants visit these countries (Phase Two).

b) Phase Two: The next three weeks will be spent on a study tour of the seven member countries outside Singapore. The 24 participants will be divided into two groups, one group will visit four, the other group will visit three countries. They will be joined by the professionals and interns. A tentative group distribution is shown on p. 75.

c) Phase Three: The last five weeks will be spent at the Center for crystallization of collected data and preparation of final reports.

As the programme outlines above may suggest, there is no fixed curriculum for either the Interns Programme or the Three-Month Programme. The subject matters identified for each programme are only there for reference purposes.

As a matter of fact, it is the belief of the INNOTECH planners that if there should be content to any programme conducted by the Center, such content should be kept at a minimum. The reason is that content usually implies lectures, note-taking, memorization and examinations.

As the Center is essentially problem-oriented, the main object of each programme is not so much the learning experience that can be derived from the programme; rather, it is the actual involvement and participation in innovative problem solving exercises under the supervision of top-level specialists.

The participants, therefore, will learn by doing. They should realize from the start that they are sent to the Center to do things, to solve problems that are real and challenging. All the learning that they will have acquired will take place, in most part, via the problem-solving exercises. Whatever content,

principles, skills and abilities are to be assimilated by the individual will be the result of an actual experience, a deep involvement in a meaningful problem situation, with all the emotional elements (satisfaction, dissatisfaction, frustrations, etc.) and intellectualization elements (new insights, perceptions, cognitions, concepts, etc.) wrapped up in the learning package.

It follows that whatever award or certificate the Center will present to the participants will not be based on a set of content or subject matters. The participants are sent to the Center to do a job, and certainly the end-of-programme certificate will reflect the participant's performance in relation to that job. Obviously, this kind of certificate will not lend itself to evaluation or recognition by any existing institution.

Nor is it the wish of the Center to have its certificates recognised or evaluated at this stage. As said above, "the proof of the pudding is in the eating."

It is the hope of the Center that the participant returning to his country will soon be able to prove by concrete results the value of his experience at the Center, and that recognition of this proof by the Countries concerned, as well as other benefits related to such recognition, will follow.

FIRST INNOTECH STUDY TOUR
MAY 1971

GROUP A

Countries to be visited	Participants	Interns	Professionals	
Indonesia	2 Indonesians	1 Indonesian		
Thailand	2 Thais	1 Thai		
Laos	2 Laotians	1 Laotian		
Khmer Rep.	2 Khmers	1 Singaporean		
	1 Malaysian			
	1 Philipino			
	1 Singaporean			
	1 Vietnamese			
	12	4	1	Total: 17

GROUP B

Countries to be visited	Participants	Interns	Professionals	
Malaysia	2 Malaysians	1 Malaysian		
Vietnam	2 Vietnamese	1 Vietnamese		
Philippines	2 Philipinos	1 Philipino		
	2 Singaporeans	1 Singaporean		
	1 Indonesian			
	1 Thai			
	1 Laotian			
	1 Khmer			
	12	4	2	Total: 18

RESA/E/3

RECSAM

EVALUATION AND RECOGNITION OF COURSE CERTIFICATES

RECSAM when fully operational by 1973 will be holding about twenty training and research courses for key educators from the region. It is estimated that about 1100 key educators will have attended RECSAM courses by that year. The recognition of these course certificates by member countries needs to be considered as soon as possible.

About 100 key educators from member countries have returned home with certificates awarded by RECSAM after attending various leadership training courses on curriculum development and methodology in science and mathematics fields. By the end of 1971 about 110 more will have certificates awarded to them in various training and research courses. With more and more RECSAM graduates returning home, RECSAM certificates need to be determined and evaluated by member countries in order that they may be equivalent to certain accepted qualifications of their own established institutions or as accumulated credits for post-graduate or research degrees or diplomas. Such action will determine the relative value of RECSAM certificates internationally.

1. Courses conducted by the Centre.

1.1 The following courses for which certificates are awarded were conducted up to March 1971 by RECSAM:—

(i) Joint UNESCO/RECSAM Workshop for Chemistry Teaching in Asia (3 weeks course) December 1969.
(ii) BSCS Philippines Adaptation Course (3 weeks course) June 1969.
(iii) TCE-1 Modern Methods of Teaching and Evaluating Elementary Science (4 months course) May 1970.
(iv) TCM-1 Modern Maths Teaching and Evaluation for Primary Schools (4 months course) May 1970.
(v) TCE-1 Modern Methods of Teaching and Evaluating Elementary Science. (2nd course) (3 months) January 1971.
(vi) TCM-1 Modern Mathematics Teaching and Evaluation for Primary Schools. (2nd course) (3 months) January 1971.

1.2 The following certificate courses are being conducted at present (March, 1971):—

(i) TCP-1 Modern Curriculum Development and Evaluation in Physics (3 months)
(ii) TCC-1 Modern Curriculum Development and Evaluation in Chemistry (3 months)
(iii) TCB-1 Modern Curriculum Development and Evaluation in Biology (3 months)

1.3 The following certificate courses will be conducted in June 1971:—

Research

(i) RAG-1 Administrative Techniques in Project Implementation (1 month)

(ii) RAG-2 Mathematics and Science Requirements Analysis (3 weeks)

Training

(iii) TCM-2 Modern Curriculum Development and Evaluation in Secondary Mathematics (3 months)

2. Lengths of courses.

Courses that are concentrating on the study of the features of a specific curriculum project or a specific programme in a particular topic are usually held for a month or three weeks only. Courses like 1.1 (i), 1.1 (ii) and 1.2 (i), 1.2 (ii) are typical examples.

The regular RECSAM courses which are for the training of key educators in modern methodology, curriculum development and evaluation and research techniques applicable in science and maths curriculum reforms, are held for either 3 months for training programmes or 4 months for programmes in acquiring research techniques.

Training courses on moderm curriculum development and evaluation in each subject or modern methods of teaching and evaluation in each area are of 3 months duration (egs. 1.1 (iii), 1.1 (v), 1.2 (i), of courses mentioned above).

3. Syllabus/Curriculum:

3.1 The aims and objectives of each course are to prepare key educators, senior teachers and teacher-training specialists to play leadership roles in introducing modern education methods and appropriate content in science/maths to their countries and in training teachers to implement new methods and curricula that will meet their national needs. To meet these aims and objectives, RECSAM provides participants in each course with the following:

(i) First-hand experience with modern curriculum materials in the appropriate areas such as physics, chemistry, biology, secondary and elementary mathematics, elementary science and general/integrated science. The participants' experience includes the opportunity to examine, study and discuss the educational philosophies, methodology and content of a wide variety of developed curriculum project materials from various countries and regions such as the Nuffield secondary science projects for physics, chemistry and biology, CHEM Study, BSCS or the primary science programme such as the AAAS - A Process Approach.

(ii) Insights into modern child-learning theory and a clear understanding of modern methods of teaching and evaluating elementary/secondary science in order that they can play a key role in curriculum development.

(iii) Understanding of the urgent needs of the elementary/secondary schools in terms of the professional preparation of prospective teachers for modern science teaching in order to perform the leadership role in the pre-service training of science teachers.

(iv) Opportunities to study the different types of in-service training activities that have been carried out in different countries, their merits and shortcomings, and other associated teacher activities such as improvisation of science apparatus and use of local materials.

(v) A model of the way participants should conduct courses when implementing national programmes on their return. The RECSAM courses are conducted in a manner that serves as the model.

3.2 General scope of each course on modern curriculum development and evaluation in each science/maths area.

The following topics are to be dealt with and in the course of such topics opportunities will be taken to provide participants with direct experience through both study and practical work with selected examples of modern elementary/secondary science methodology and curriculum materials as the case may be:

(i) Modern learning theories, processes and content as applied to science education, review of research which has affected modern learning theories and reviews of current research on elementary science and of the psychological basis for methodology and curriculum materials of new science programmes.

This part of the course will give key educators a deep insight into the various curriculum development projects.

(ii) Consideration of the techniques and major problems associated with curriculum reforms and provision for development, review and possible evaluation of sample lessons developed by course members.

Topics should include:—

a) The philosophical basis for content selection and the style of approach.

b) The techniques for teachers and students.

c) The development of auxiliary materials, and improvisation of apparatus such as teaching aids.

d) The implementation of curriculum and the changes required.

e) The problems presented by the opposition to change offered by traditionally orientated teachers.

f) The problems of enlisting the positive support of administrators, legislators, planners and the public.

3.3 The guiding principle for the adaptation and/or modification of curriculum materials is the relevancy of available curriculum materials to the science curriculum of the participant countries. Topics to be dealt with should include:—

a) The rationale for making adaptations.

b) The emphasis that should be given in adaptation to contributions and relationships to contemporary life in the participant countries.

c) The problem of adapting material so that it relates to the environment of the country, so that pupils will appreciate the potential of science and scientific thought for social and economic progress in the country.

d) The problem of preparing materials that encourage acceptance of the idea that the proper study of nature is nature itself.

e) The preparation and selection of materials to encourage curiosity, experimentation and the development of scientific concepts, relevant content and skills.

f) The question of copyright law with respect to adaptation and/or modification of protected materials.

The course should provide participants with practical experience in the preparation, trial, evaluation and revision of adapted materials.

3.4 Teacher-training for new curricula: this part of the course will be devoted to the problems of implementation of new curricula and the associated problems of pre-and in-service teacher training. Implementation problems to be discussed are:—

a) establishment of a receptive climate for the introduction of curricular change at the national and sub-national levels.

b) consideration of the rate at which curricular change can be introduced.

c) the problems of pre-and in-service teacher education and the differences between the two.

Teacher training issues to be discussed are:

a) evaluation of existing pre-and in-service training in elementary/secondary science teaching.

b) formulation of statements of what is desired in today's elementary/secondary science programmes in terms of professional training of teachers.

c) study and critique of available reports on success and failures of in-service training activities in the different participating countries at the national, regional, school and individual school level.

Discussion of these topics in class workshop will provide opportunities toward finding solutions to numerous problems of pre-and in-service training.

3.5 Study of Tested Major Science/Maths Curriculum Projects: Participants will have about seven weeks to study and have first-hand experience in working with some major elementary or secondary science/maths curriculum materials developed in America, Great Britain, the Philippines and other countries. They will have the opportunity to work with specialists closely involved with the work of these major curriculum projects.

3.6 The development, revision and implementation of evaluation schemes, with provision for participants to prepare critiques, tests and to revise various types of evaluation instruments. Topics to be dealt with are:—

a) problems of evaluation in curriculum development.

b) techniques of student evaluation and testing for content, skill and attitude.

c) problem arising in implementing evaluation techniques:

(i) application of inadequate techniques

(ii) wrong application of good techniques

(iii) interpretation or mis-interpretation of data

(iv) restrictions imposed by local and national education authorities.

d) review of techniques used in various new science programmes, including a study of the statistics necessary to properly interpret their results

e) methods of evaluating the effectiveness of teachers in presenting new programmes.

3.7 Special Provisions:— To ensure that several kinds of activities are included in the course aside from the above topics, provision should be made in the time-table for:

a) adequate uncommitted independent study time

b) trials of materials by participants with small groups of children in a school

c) examination and discussion of on-going programmes being conducted/developed in member countries

d) understanding of SEAMEO's aims and objectives

e) testing and/or trial teaching of some of their adaptations by participants themselves

f) regular meetings of staff and participants to review the progress of the course and to make alterations or modifications, if necessary

g) provision of regular tutorial classes for participants for discussion of individual national problems on curriculum development

h) short dissertations on curriculum improvement of their respective countries by participants as assignments outside course hours (this will be compulsory for courses from 1972 onwards).

4. Entrance requirements for and award at the end of each course

The following key personnel from each member country are eligible for scholarships provided they have a good working knowledge of spoken and written English:

a) senior lecturers of science/maths in

(i) teachers colleges

(ii) colleges of education

(iii) faculties or schools of education

b) supervisors/inspectors of science/maths

c) administrators/organisers involved with science/maths education in Ministries of Education

d) senior staff from national science education centres

e) educational planning and research officers in science/maths curriculum development

f) science/maths examination officers of national examination boards

g) senior science/maths teachers in schools

h) heads of schools/institutes who are actively involved in organising/supervising/teaching new science/maths programmes.

Course certificates will be awarded to participants after completion of each course.

5. Assessing the qualifications of RECSAM scholars

Coming as they are from eight member countries, it is difficult to assess the equivalency of qualifications of scholars attending RECSAM courses. Their ages range from 30 to 50 years. In addition, some have master's degrees from universities in their own countries while others are graduates from teachers colleges with diplomas/certificates.

The majority of participants for courses at the primary level are college graduates, while practically all those for secondary science courses are graduates with degrees from their universities or colleges of education. However, they have years of experience in their respective fields and are key educators/teacher trainers who are either directly or indirectly involved in national curriculum reforms.

All of them are senior personnel from their countries who will be expected on their return to assume leadership roles in modern science/maths curriculum development. All participants have the required basic knowledge of their subject areas and the positive attitude to benefit from RECSAM's courses.

One of the major problems for all regional centres is the difficulty for each centre to assess the proficiency of English of scholars coming for the courses. In the experience of RECSAM, participants from Malaysia, Singapore and Philippines have no problems in this matter. However, participants from other countries showed a wide range of proficiency from very good to very poor.

A proper assessment of the proficiency of participants in English was carried out at the commencement of the courses for secondary sciences in March 1971. It was carried out by a specialist from RELC and the results are being worked out.

It is recognised that unless a scholar has the minimum of proficiency in English he/she will not get the maximum benefit from a course.

5.1 Need for co-operation of SEAMEO countries.

The sponsoring countries need to co-operate with each centre in nominating scholars in this matter and in providing or arranging English proficiency courses for their nominees before coming for courses of regional centres.

With more definite dates set aside for courses in future the following strategy is recommended for adoption:—

(i) Member countries will be notified of the courses at least six months in advance. Nominees with some reserves should be tentatively selected within two months from receipt of such notification. The Ministries of Education should arrange a d provide them with suitable courses in English proficiency for at least 3-4 months in local English language institutes. They can also make use of graduates of RELC in providing such courses locally.

(ii) Scholars will be pre-tested in English before coming to RECSAM and those requiring further attention will come to RECSAM for a fortnight's intensive programmed course which will be prepared by RELC. An English language specialist on the permanent staff of the Centre will conduct this programme and will continue with the proficiency work of scholars for the duration of their courses. It is hoped that funds will be made available by SEAMES for scholars to come to RECSAM two weeks earlier for such a purpose. It is estimated that it requires about US$80/ - for each scholar undergoing such a course to cover hostel and stipend allowances, and about fifteen out of twenty-four scholars may need this intensive proficiency course.

6. Recognition of course certificates

Two major functions of RECSAM are:—

(i) the training of key teacher leaders on new approaches to science/maths teaching and adaptation of developed curriculum materials to suit their national needs and

(ii) the training of key personnel in the techniques of curriculum research, development and evaluation.

RECSAM's courses have been very carefully identified and refined by experts and consultants within and outside the region at various national and regional seminars convened by the Centre in 1968 and 1969. It can thus be said that these courses are valuable and are fulfilling specific needs of the region i.e. to provide a steady supply of trained key educators for leadership roles in reforming science and maths curricula in their countries.

Some form of recognition of course certificates presently awarded to participants will enhance the value of such certificates and provide incentives to recipients. Respective civil service/government education service commissions or Ministries of Education could be approached to accept these certificates as additional leadership qualifications for promotion posts in their respective careers. Such recognition should be officially publicised when applications for these courses are called for.

Member countries could be approached also to set up committees to assess the value of the 3-month training and 4-month research courses in terms of post-graduate professional work in their own countries, and determine to what extent such courses could be accepted as part of formal course work for an advanced degree in science/maths education in their own countries. Such an external evaluation will help RECSAM to find out if there are any shortcomings in its courses and what can be done to make them really quality courses which can count towards an advanced degree of a home university. This is worth considering as RECSAM participants will be encouraged to work for a higher degree which qualifies them for promotion posts.

It is vital in the first five years of its permanent phase for RECSAM to concentrate on giving sound short leadership courses, field studies relevant to the region, curriculum development and evaluation and action research directed to regional and national problems related to innovations in science and maths education. This will be its primary function.

6.1 Graduate degree programmes at RECSAM

It is envisaged as a long-term goal to initiate some graduate degree programmes at RECSAM in collaboration with the University of Penang as the degree granting institution. This will call for close consultation and planning. At present both institutions are busily engaged in establishing their facilities, staff and programmes and consequently it will be sometime before both can get together to explore the feasibility of such programmes. However, the possibility of close co-operation between the University's Centre for Educational Services and RECSAM in matters of staff participation in each other's courses is being considered by both heads.

When such mutual co-operation takes place, it will build up a good staff relationship which may eventually lead to planning of graduate programmes for RECSAM participants on a small scale.

REGIONAL ENGLISH LANGUAGE CENTRE (RELC)

TRAINING PROGRAMME

The Regional English Language Centre (RELC) is a project established in Singapore by the Southeast Asian Ministers of Education Organization (SEAMEO) as part of its programme to promote regional cooperation in education. The primary aim of RELC is to improve the teaching of English as a second or foreign language in SEAMEO member countries by providing training courses, undertaking research, and developing instructional materials.

The Centre has been operating since July 1968 in temporary premises provided by the Government of Singapore. From 1972 it will occupy an 18-storey building equipped with modern facilities for implementing a full-range of training, research, instructional materials activities, for collecting and disseminating information, for holding regional conferences and workshops, and for providing residential accommodation for training scholars, research fellows, conference delegates and staff.

For the purpose of this paper only the training aspect of the RELC programmes will be described.

A. General Objectives of the RELC Training Programme

The Proposed RELC Development Plan, November, 1967 offers the following general guidelines in respect of content, structure and target student population of the Centre's training programme:

Content —

(i) "..... to improve the teaching of English in SEAMEO member countries."

(ii) "The programmes of the Centre will not duplicate the existing national programmes and institutions, nor will they usurp functions that are normally the responsibilities of the member countries. The Centre will orientate its work towards supporting national efforts and towards pioneering new approaches."

Structure —

(i) "its general approach will be problem-orientated."

(ii) "The programmes of the Centre will be flexible and subject to continuous modification to ensure that they are constantly in line with the needs of member countries."

Target student population —

(i) "..... to conduct training courses for teacher-educators, supervisors/inspectors, and other key personnel connected with the teaching of English in member countries."

(ii) "The training programmes of the Centre will aim at high-level personnel—teacher-trainers rather than teachers, the designers of research rather than researchers, supervisors/inspectors and curriculum materials specialists, and other key personnel."

The Development Plan goes on to consider the types of courses RELC should offer and makes suggestions about their syllabuses and content.

B. Present Situation

1. Courses conducted by the Centre

At the present time, the Centre conducts only one type of course, the Four-Month Intensive Course in the Teaching of English as a Second or Foreign Language. Selection of participants is done at the national level. Since July, 1968, five four-month courses have been conducted. The Sixth Four-Month Course, which began on 2nd February, 1971, will conclude on 29th May, 1971. A Seventh Four-Month Course will

be conducted before RELC moves to the new 18-storey building in 1972. Nominees to the four-month courses have been educationists of the SEAMEO region on RELC Scholarships, Singapore Government Scholarships, Australian Government Scholarships, Caltex Scholarships and Canadian University Services Overseas (CUSO) Scholarships, as well as a Hong Kong educationist on Hong Kong Government Scholarship. (Hong Kong has indicated its desire to send 2-3 Scholars to the Seventh Four-Month Course this year.)

2. The syllabus/curriculum and length of each course

The structure and general content of the four-month courses are determined at the regional level by the Governing Board and are identified as best suited to meet immediate needs of the SEAMEO region. The detailed curriculum of each four-month course varies slightly depending on the needs and special interests of the regional specialists participating.

(i) **Aim of course —**

The course aims to give training to key personnel and potential key personnel in theory, content and techniques of teaching English as a second or foreign language with emphasis on practical application. It is primarily designed for those members of the education service who will be in a position, on their return, to influence English teaching or to stimulate the raising of English teaching standards in their countries.

(ii) **Scope of course —**

The course consists of lectures, discussions, tutorials, seminars and practical sessions on:

(a) Phonetics (theoretical and applied), general linguistics, the structure of English, methodology, language testing, psychology of second language learning, preparation and evaluation of instructional materials, study of syllabuses, construction and utilization of audio-visual aids, language laboratory techniques, and other areas of TESL/TEFL (approximately 300 hours);

(b) A specific assignment for intensive study with the assistance of special tutorial and research facilities available at the Centre (approximately 100 hours). Generally, the assignment takes the form of a research paper of approximately 50,000 words. It may be academic in nature or it may be a practical investigation in an area of particular interest to the country from which the course member comes.

3. Entrance requirements for each course —

Entrance requirements are:

(i) Persons nominated should be *key personnel or potential key personnel concerned with the teaching of English* in the field of teacher-education, inspection/supervision, curriculum construction, preparation of teaching and instructional materials, research, or administration.

(ii) Persons nominated should have a *good command of the English language* (both spoken and written) so as to be able to benefit from the course which will be conducted in English.

(iii) Persons nominated should be in *excellent health.*

(iv) In view of the intensive nature of the course, it is expected that persons nominated will possess the *capacity for sustained application to study.*

4. Award given after completion of course

The award given after successful completion of the Four-Month Course is Certificate in the Teaching of English as a Second Language (for participants from Malaysia, Philippines and Singapore) and Certificate in the Teaching of English as a Foreign Language (for participants from Indonesia, Khmer Republic, Laos, Thailand and Vietnam). The Certificate indicates the major subject groupings and the title of the assignment or research paper.

For outstanding work done in the individual assignment or research paper, a Letter of Merit is awarded.

5. Problems as experienced by the Centre in regard to assessing or evaluating the equivalency of the qualifications of Scholars attending its courses.

Problems of assessing the equivalency of qualifications of incoming scholars have not really arisen at RELC.

The main problem we have faced has been the enormous range of background and qualifications of our course members. These have varied extremely widely along two dimensions:

(i) **ability in English**

— has ranged from native speaker level to very weak.

(ii) **background in Linguistics or TESL/TEFL**

— has ranged from MA (Linguistics) to no background.

However, by individualising instruction as far as we have been able with our small professional staff, this problem has been surmounted with reasonable success.

The arguments in favour of more homogeneity of background and qualifications of course members are obvious and do not need to be spelt out here. However, it is interesting to note that the opposite point of view has also been expressed, that is that this lack of homogeneity represents a desirable state of affairs. This conclusion was reached by Robert E. Krug of the American Institutes for Research in his paper "Some Observations on Evaluation at the Regional English Language Centre", presented to the Fifth Meeting of the RELC Coordinating Committee, a substantial extract from which follows:

"By design, the RELC will limit its training programme during its first two years to a series of four-month courses designed for key persons concerned with English language programs in each of the seven member countries. Recognising that the student body of key persons would represent a diversity of backgrounds, job assignments, TEFL experience and the like, the four-month programme was designed to provide the individual student with alternatives through elective courses, tutorials, and the selection of a problem for a research paper.

The definition of key person was deliberately left to each member country. The resulting heterogeneity has been greater than had been anticipated, and presents a very considerable challenge to the staff of the RELC, which has responded as well as could be expected. The instructional staff is after all, quite small, necessarily involved in developing as well as conducting programmes and highly motivated to make the new Centre a success. It is not surprising that from the instructor's point of view, nothing would be more welcomed than a student body which was more homogeneous in regard to proficiency in English and TEFL training and experience.

In this paper I will take the point of view that this heterogeneity is inevitable for the next few years, and however formidable the instructional problem it presents, it is a *desirable state of affairs* given the overall role which the RELC is designed to play in Southeast Asia. After a brief consideration of the nature of the heterogeneity, I will try to indicate why I view it as a good thing, why I believe it will disappear as a problem and then consider some of its implications for evaluation.

First, the nature of the problem. One key person in an English language programme may be a principal of a school that has been selected as a site for an experimental English programme. This administrator may have no TEFL experience, his English proficiency may be modest, but he is clearly a key person who may influence the future of English language programmes in his country. Another key person may be a senior instructor whose formal training was gained twenty years ago and who is now not adequately prepared to give leadership to his younger colleagues who are recently trained in the most modern approaches. Another key person may be a very promising young teacher with only minimal training in TEFL who has been selected to help fill the critical shortage of teachers with TEFL competence in his country. The needs of these three key persons are radically different, and the RELC must somehow be responsive to the differences.

But this should be the strength of a RELC in any event; it is not a university which offers a fixed diet of courses to a homogeneous student body, but is rather a unique resource which must assist in the solution of a diverse set of problems. Within-programme heterogeneity will decrease as the RELC grows and can offer a larger number of programmes,but a certain amount of heterogeneity will rema in asa healthy sign of the region's confidence in RELC as an institution capable of dealing with diversity."

C. Training Programme from 1972

1. Three types of courses —

From 1972 onwards, the Centre will offer at least three types of courses, namely:

(i) Four-Month Intensive Courses

(ii) Ten-Month Courses

(iii) Three-Month Specialized Advanced Courses

In addition, special courses of short duration may be conducted to meet specific needs of member countries.

2. Target student population and structure of courses —

There would seem to be three distinct target student populations distinguishable within the general categories described in the RELC Development Plan for the three types of courses:

(i) **Four-Month Intensive Courses**

(a) Target population —

Key personnel in the professional area of English language teaching.

examples — university and teacher training college lecturers, supervisors/inspectors, curriculum and materials specialists, research designers.

(b) Structure —

The Four-Month Course will have objectives and content of the present Four-Month Intensive Course, namely, to bring key personnel in English language teaching in member countries up-to-date with the latest developments in the theory and methods of English language teaching.

(c) Award —

Certificate in the Teaching of English as a Second or Foreign Language.

(ii) **Ten-Month Courses**

(a) Target student population —

Potential key personnel in the professional area of English language teaching. This group is difficult to exemplify, but it will comprise promising young persons, preferably graduates, who may be working as teachers at present but who are potential senior staff material. At the present time, members of this group provide the scholarship-holders in TESL/TEFL in US, UK, Australia and New Zealand.

(b) Structure —

The Ten-Month Course will have objectives and content generally similar to that of TESL/TEFL courses held in English-speaking countries for foreign students but with central emphasis placed on the problems of the Southeast Asian region.

Syllabuses for this course will be considered in detail during the regional seminar on future RELC programmes to be held in Singapore, June, 1971.

(c) Award —

It will be proposed at the June Seminar that Diploma in the Teaching of English as a Second or Foreign Language be awarded.

(iii) **Three-Month Specialized Advanced Courses**

(a) Target student population —

High management level personnel in the administrative and professional fields concerned with English language teaching.

examples — heads of English departments, senior inspectors, educational planners, policy makers and high executive personnel. (Senior personnel who will be more concerned with specific problems than groups (i) and (ii), whose interests will tend to be more generalized.)

(b) Structure —

The content of the Three-Month Specialized Advanced Course will relate to one specific subject area of TESL/TEFL.

examples — Sociolinguistics, Psycholinguistics, Evaluation of English Programmes, Language Instruction and Testing Materials, Teacher Training and Supervision.

It is expected that at the regional seminar in June this year, five major and common problems of English teaching in the region will be identified and suitable Three-Month Specialized Advanced Courses will be designed to tackle these problems.

(c) Award —

Type of award for the Three-Month Course will be recommended at the regional seminar in June,1971.

D. Selection of Participants for RELC Courses

If the RELC training programme is to have the impact on English language teaching practices in member countries which we all desire, the question of the selection of course members is obviously of central importance. If nominations are made of persons who do not satisfy the requirements for each course, or who are not destined to be influential in the area of English language teaching in the home country, a valuable place in the RELC course may be largely wasted.

The following guidelines for selection of participants in RELC courses will consequently be proposed to the national authorities responsible for selection at the regional seminar in June, 1971:

"Persons nominated for training courses at the Regional English Language Centre should satisfy the following criteria:

(i) they should clearly belong to the category of personnel for which the course they are to follow is designed, *namely*, key personnel, potential key personnel or veritably senior personnel;

(ii) they should have a standard of spoken and written English sufficient to enable them to follow advanced studies conducted in the English language;

(iii) (for the Four-Month and Ten-Month Courses), they should possess the qualities required for the writing of good research papers;

(iv) they should be personnel destined after training to occupy important and influential positions in the area of English language teaching in their own country."

SEARCA

THE PROBLEM OF ACCREDITATION

I. Introduction

If people were simple organisms and schooling a homogeneous stimulus administered under controlled conditions, then the output of schools would be more or less uniform — and in straight jackets! Then the problem of accreditation would probably not be as serious as it is in Southeast Asia and elsewhere.

Southeast Asia is a kaleidoscope of school systems of Europe and North America transplanted to environments of widely diverse cultures and geo-politics. Thus, we have for example, the British system in Malaysia, the French system in Vietnam and Laos, the Dutch system in Indonesia, the American system in the Philippines, and a combination of these systems in Thailand.

As these systems were transplanted, their interaction with new environments such as the vast array of cultures and societies in the region have created over time new forms which are structurally similar to their originals but are distinctively different in substance. This differentiation of school systems has posed technical difficulties as regards comparabilities of one with another or, more specifically, of academic qualifications conferred by one school system with those by another. Furthermore and beyond the technical difficulties, there are problems associated with the sensitiveness of people concerning judgments on the superiority of one school system over another. Yet this problem of comparability (of standards) and then that of accreditation have to be solved if regional cooperation in Southeast Asia is to be fostered.

There seems to be a growing awareness among advanced countries of the irrelevance of their present day educational models and practices in relation to the development problems of this decade and the next. Developing countries would very soon find themselves clinging to school systems which are getting obsolete in their country of origin, which were not in the first place designed to meet their situation and circumstances. Because of this and other reasons such as rising costs and the exploding clientele in education, developing countries would probably be constrained to break away from the current moulds and find new relevant ways of educating their people. If and when this happens, the problem of accreditation in the region would take in a new dimension. SEARCA is aware of this problem and is strongly concerned with the likely consequences. It is aware, too, that at present it is extremely difficult to find an acceptable common yardstick for evaluating school systems in Southeast Asia.

The immediate concern of SEARCA is to be able to arrive at a fair evaluation of academic credentials for admissions and for recognition of advanced standing and/or deficiencies in the educational preparation of the prospective study-grantees. Beyond this, however, SEARCA is interested in the communality of patterns of educational standards in Southeast Asia as basis for planning its programmes such as in the pursuit of a federated system of higher institutions in agriculture and related sciences.

2. Academic programme

Scholars of SEARCA take their advanced studies in the Los Banos Complex which consists of the University of the Philippines colleges of agriculture and forestry, the Agricultural Credit and Cooperatives Institute, the Dairy Training and Research Institute, Rodent Research Center, Los Banos Computing Center, Continuing Education Center, and the International Rice Research Institute.

Assembled in this Complex are eminent scientists and researchers who are members of the graduate faculty composed of 129 Ph. D. and 60 M.S. degree holders guiding a studentry of about 300 working for their advanced degrees in agriculture and related sciences.

The Doctor of Philosophy is offered in 8 technical departments and the Master of Science degree in 13, with areas of specialization available in the following:

a. Natural resources including biophysics and applied mathematics, chemistry, soils, engineering and meteorology;

b. Plant sciences including botany, agronomy, horticulture, and plant breeding;

c. Animal sciences including zoology, animal husbandry, poultry and dairy science and technology;

d. Food science and technology including food chemistry, crop processing, meat processing, food microbiology, and animal and human nutrition;

e. Crop and animal protection including plant pathology, entomology, and veterinary science; and

f. Socio-economics and communications including agricultural economics, agricultural education, agricultural extension, home management, rural sociology, community development, agricultural journalism, and mass communications.

In addition, the degrees of Master of Agri-Business Management and the Master of Agriculture have been instituted to cater to professionals whose orientation is strongly for the application of research findings.

With the accumulation and the right blend of research and teaching facilities and of staff members who obtained their advanced degrees from North America and Europe, the Los Banos Complex — to which the SEARCA programme has been grafted — offers to its regional clientele the best academic preparation obtainable elsewhere.

Drawing from the vast educational resources of the Los Banos Complex, SEARCA has been able to design and organize highly individualized programmes for short-term and specialist training for specific critical manpower needs of the public sector and agro-industry of member-governments. On campus now are two senior officials of the Ministry of Agriculture and Cooperatives of Malaysia undergoing short-term training in Agricultural Cooperatives and Rural Banking.

Whenever deemed appropriate and feasible, SEARCA scholars are permitted to undertake their thesis research in other reputable institutions in the region. One scholar is now completing her thesis in cooperation with the staff of Kasetsart University and Rockefeller Foundation in Thailand. Fifteen other research institutions in the region will be affiliated with SEARCA to foster collaborative efforts in solving development-oriented problems and to increase the training and research opportunities of Asian students through SEARCA.

The academic degrees are conferred by the University of the Philippines and, therefore, carry with them all the established distinction and privileges that are due to persons who possess these degrees from that institution. These degrees are described in detail in the University Catalogs.

3. The problem of admissions

Graduate study programme. SEARCA has not yet met serious problems concerning admissions of students to the graduate study programme. There are many more candidates than the available scholarships and those who qualify are much better than those who merely have the minimum requirements for admission. Besides, the University of the Philippines has some degree of flexibility in its admission procedures, allowing potentially good students to remove deficiencies before re-classifying them as graduate students in full standing. However, while admissions are flexible in certain circumstances, standards for graduation are fixed by the faculty and are never compromised.

Short-term and specialist training. This is a highly individualized training programme which is designed to fit the needs and the qualifications of the trainee. SEARCA, for its part, requests the nominating agency to furnish information concerning the nominee such as curriculum vitae, transcript of academic records, description of the present job, and that which he or she is likely to assume after the training. The design of the training is a joint effort among SEARCA, host institution, and the employing agency. Since this is a highly individualized programme, admission is flexible. Completion of the programme entitles the trainee to a certificate of attendance or a certificate of proficiency but not to academic credits. This is an employer-oriented training and therefore avoids the problem of non-recognition by employers.

Post-doctoral research programme. Like the specialist training, this programme is highly individualized and is granted only to mature individuals who, after earning the doctorate degree, may want to undertake special studies-cum-research in collaboration with senior researchers in the Los Banos Complex.[1] As envisioned, this programme is open only to highly qualified individuals for whose training Los Banos has adequate facilities and staff members who can collaborate with the post-doctoral research grantee in finding solutions to particular problems of interest.

Curriculum vitae, academic credentials, samples of published or unpublished research works, research proposals, and recommendations of employer and/or major professor, etc. are normally required for evaluation by a group of senior research staff members of the host institution in collaboration with SEARCA. Arrangements for personal interview of the candidate may be made whenever this is desirable and feasible.

4. SEARCA research in accreditation

In the pursuit of its long-term objectives, SEARCA is assembling and analyzing information on: (1) scholastic performance in Los Banos of students from Asia, (2) institutional resources and study programes in agriculture and related sciences (degree accreditation and equivalencies) in Southeast Asia.

The first study involves the collation of data on Asian students studying in Los Banos, their scholastic performance in relation to their institution of origin and field of study. With the hard data already assembled, Los Banos is getting a clearer picture of the quality of students coming from various institutions in the region, which students are likely to do creditable graduate work and those who would probably not make the grade in spite of heavy dosage of remedial work to remove deficiencies.

The second study is a rather complicated one. Its immediate purpose is to assemble bench mark data and to work out sequential steps toward the solution to the problem of accreditation and degree equivalencies in the region.[2] Some of the questions raised in the study were: What resources do the institutions have? How are these resources (in whatever form) organized to achieve programme objectives? More specifically, given the existing and observable resources of institutions can structural differentiation be demonstrated as a means to stratify the variety of institutions and programmes along a complexity gradient, showing levels of institutional development?[3]

Preliminary analysis of data from two countries (AAC 8/WP III-3) indicating the high variability of characteristics of institutions tends to support the observation that degree accreditation should, if it is to be realistic, be by institutions if not by degree programmes rather than by country.[4] This statement is supported by the following observations:

1. Institutions within a school system, even if they are established and governed by the same laws, rules or definitions of standards, showed uneven development in strengths of the various aspects of the educational programs and activities. The effects of these variations on the educational process and the consequent output (graduates, services, etc.) can hardly be imagined as homogeneous. Thus, even if two schools operate the same study programes, i.e., same admission

1 The Los Banos Complex is composed of the University of the Philippines at Los Banos as the core and its affiliate institutions such as the Agricultural Credit and Cooperatives Institute, the Dairy Training and Research Institute, Rodent Research Center, Los Banos Computing Center, Continuing Education Center, the International Rice Research Institute, and the SEARCA.

2 The general objectives of the study are (1) to abstract from the complex variety of educational programmes in agriculture in the region such generalizations that can serve as bases for accreditation and degree equivalencies, (2) to see the interaction between the schools as transplant institutions and their Asian environment, and (3) to explore in what ways educational institutions can be made more effective stimuli to agricultural development.

3 The next logical step would be to evaluate by systematic procedures the objective consequencies of programmes (or performance) of institutions in the context of the development problems to which they are directed.

4 The researchers have already developed a scaling procedure which would stratify institutions or special parts of institutions of higher education in agriculture. The same procedure may be applied to other types of schools or school systems. The technical details are beyond the scope of this report, but a brief and less technical description was supplied in AAC 9/WP III-2 during the ninth meeting of the SEARCA Governing Board.

requirements, curriculum, degree requirements, etc., even assuming further that students admitted have matched characteristics, they would produce two widely different graduates.

2. The schools have progressed in some ways and at varying rates. A few developed more rapidly than others over time. This means that the graduates of the same academic program of the same institution at different stages of development can also be hardly the same, much more so among the graduates of different institutions at different stages of development.
3. At the present early stage analysis, it is yet difficult to see substantial communality of elements and/or products of study programmes even if they are nominally the same.

5. More views on the problem of accreditation

a. Valuation of academic degrees, diplomas, certificates for employment purposes

Academic degrees, diplomas, certificates are in themselves conventional symbols for kinds and levels of educational preparation. They mirror potential but not necessarily performance itself. In this sense, SEARCA feels that academic degrees should be used only as starting points for valuation, i.e., salary scale, and let performance earn the promotion in the organizational hierarchy. This attitude places more importance on the worth by performance of the graduate possessing particular degrees rather than worth by prescription. For example, the UPCA started all Ph. D. graduates in its staff with the rank and salary of assistant professor and let them move up on their own merit from there.

The attachment of salary scale to academic degrees rests solely on the employing agency. Acts of discrimination such as giving lower salary scale to graduates of SEAMEO project centres for the same degree earned elsewhere in the region are indeed unfortunate incidents. The consequences of these are disastrous and indeed more to the country which discriminates than to the Centres or their host country and institution. Furthermore, these discourage cooperation and restrict the growth of intellectual inter-change among countries in the region, which history shows has been deleterious to many countries.

b. Recognition of academic degrees and other awards

SEARCA views this problem as two separate but intimately interrelated aspects: (1) the technical aspects of comparabilities of academic degrees, diplomas, certificates, etc., awarded by institutions and (2) the political aspects such as acts of faculty bodies which deal with unilateral or mutual recognition of these academic symbols for purposes of further educational preparation and for employment.

The technical aspect can be resolved by scientific research such as those which SEARCA has already launched. The findings should serve as background or bases for decisions by various interest groups such as the faculty, civil service agencies, SEAMEO and its instrumentalities, and other employers.

Since academic evaluation of credentials is an action of faculty bodies and that of evaluation for employment is an action of employers, it is suggested that these entities be encouraged to spell out what they consider as standards and requirements.

A step toward reaching early decisions on accreditation would be for civil service and school officials to visit the Centres and institutions after this Seminar to see for themselves the strengths of study programs offered there. Then their decisions would be based on more up-to-date information than it used to be. Faculty visits, observation tours and collaborative projects, etc., develop a better awareness of an institution's comparability with another. These are means to gather impressions that would go a long way toward bilateral or multilateral agreements among faculties, and among government agencies concerned with evaluation of academic credentials. There is, however, no substitute for hard information obtained through scientific research, as solid bases for long-term decisions on academic standards and requirements among institutions in the region.

TROPICAL MEDICINE AND PUBLIC HEALTH PROJECT

TRAINING PROGRAMMES

The long-term objective of SEAMEO Regional Project for Tropical Medicine and Public Health is to improve the health and standard of living of the peoples of Southeast Asia. The aim of the regional programme is to assist this major task by training specialists in research, gathering as much useful information as possible leading to the successful control and/or eradication of the endemic tropical diseases. It is expected to accomplish this objective by pooling the resources of the participating countries in a cooperative endeavour to develop and upgrade the research and training capabilities of the existing facilities in these countries. The most important programme of the project is regional teaching and training. The objective of the programme is to promote cooperation in post-graduate training and teaching in the field of tropical medicine and public health.

Eventually, each national centre will offer formal teaching in at least one major subject of Tropical Medicine and Public Health to students and candidates from the region. At present, there are 8 courses of regional teaching in 5 member countries, namely:—

1. Post-Graduate Course for Diploma in Tropical Medicine and Hygiene in Bangkok (D. T. M. & H. Bangkok).

The Course is offered to M. D. graduates. It begins each year in April and lasts 6 months at the Faculty of Tropical Medicine, Mahidol University, Bangkok.

The curriculum is designed to teach doctors, especially those who work in rural areas, the principles of tropical medicine, parasitology and the preventive aspects of endemic diseases in Southeast Asia, and place more emphasis on community aspects of local and world tropical problems, especially in relation to the effect of socio-economic development such as dams construction, irrigation schemes and road construction in remote areas.

The subjects taught include tropical medicine (lectures, hospital ward rounds, clinical conferences and field visits), protozoology, helminthology, tropical hygiene and medical entomology. Other subjects include tropical aspects of paediatrics, dermatology, ophthalmology, microbiology, immunology, nutrition, physiology and surgery.

2. Courses for the Degree of Master of Science (Tropical Medicine) and Doctor of Philosophy (Tropical Medicine) in Bangkok.

The Faculty of Tropical Medicine, Mahidol University, Bangkok, also holds courses leading to the degree of M. Sc. and Ph. D. in Tropical Medicine, with the objective of promoting research in the field of tropical medicine.

3. Courses Leading to Certificate in Public Health (C. P. H.), Master of Public Health (M. P. H.), Certificate in Hospital Administration (C. H. A.) and Master of Hospital Administration (M. H. A.) in Manila

The courses are offered annually at the Institute of Public Health, University of the Philippines. For the courses in Public Health, the emphasis is directed at the health problems in rural areas.

4. Courses Leading to the Degree of Master of Science (Hygiene) in Manila

Courses leading to Master of Science (Hygiene), Major in Bacteriology, Parasitology and Public Health Nutrition are offered annually at the Institute of Public Health, University of the Philippines.

5. Post-Graduate Course for Diploma in Applied Parasitology and Entomology (D. A. P. & E. Kuala Lumpur).

A 6-month course leading to the Diploma in Applied Parasitology and Entomology is offered annually to medical, veterinary and science graduates at the Institute for Medical Research, Kuala Lumpur.

It is intended to give training on problems of parasitic and vector-form diseases of man and domestic animals, with special reference to those occurring in Southeast Asia. The course is designed to give a deeper understanding of the causes, diagnosis, mode of transmission, epidemiology, control and prevention of these diseases. The candidates would be taught the natural history of the parasites, the pathogenicity, the diseases they produce and the methods of investigation in the laboratory and in the field.

6. Post-Graduate Course for Diploma in Applied Nutrition (D. A. Nutr., Djakarta).

A 10-month course leading to the Diploma in Applied Nutrition is conducted annually at the Faculty of Medicine, University of Indonesia. The major objective of the course is to train the persons who are responsible for human nutrition and food production in their own countries. The programme is designed to give an integrated idea of the complex, multifactorial nature of food and nutrition problems in Southeast Asian countries and the necessity of an interdisciplinary approach to their solution., and to promote a closer relationship among nutrition workers in the region.

7. Post-Graduate Course for the Diploma in Public Health (D. P. H., Singapore).

A 9-month course leading to the Diploma in Public Health was offered annually at the Faculty of Medicine, University of Singapore. The course is designed to provide an understanding of the problems which may be met by health officers working in Southeast Asia. Attention is directed to urban and occupational health problems.

Nature of the courses of Tropical Medicine and Public Health Project

The training programme of Tropical Medicine and Public Health Project is not given at a single *regional* centre, but through a cooperative effort of existing *national* centres. Therefore the nature of the courses provided is different according to the characteristics of the respective national centres. The courses may be classified into 3 categories.

I. Existing post-graduate courses at the University modified to meet specific problems and demands of the region.

These include

(1) D. T. M. & H., M. Sc. and Ph. D. (Tropical Medicine) of Mahidol University, Bangkok.

(2) C. P. H., M. P. H., C. H. A., M. H. A., M. S. (Hygiene) of University of the Philippines.

(3) D. P. H. of University of Singapore

II. New post-graduate courses at the university specifically designed for the SEAMEO-TROPMED Project in order to meet regional problems and demands.

This is the course leading to the Diploma in Applied Nutrition of University of Indonesia.

III. New post-graduate course in the non-university Institution.

This is the course leading to the Diploma in Applied Parasitology and Entomology at the Institute for Medical Research, Kuala Lumpur.

All these courses, however, are given in the form of formal post-graduate training.

Problems in regard to the qualifications of scholar coming for the courses

So far there is no problem concerning the qualification of the scholars attending various TROPMED courses. Since all courses are post-graduate training, the scholars must be university graduates in sciences, medicine or veterinary science.

Recognition and acceptance of the certificate/diploma/degree.

There are, however, problems in regard to the formal recognition of certain TROPMED certificate/diploma/degree in some countries. For example, C. P. H. or M. P. H. offered at the Institute of Public

Health, University of the Philippines, is not formally recognized and accepted in Malaysia for post-adjustment or promotion as is the case with the D. P. H. of the University of Singapore, but, however, in Thailand the C. P. H. from the Philippines in recognized to be equivalent to the M. P. H. of Mahidol University, Bangkok.

TROPMED certificates/diplomas/degrees should be recognized as professional credit and be acceptable for post-adjustment and promotion. The recognition on the national basis may vary from one country to another.

The 6-month courses (D. T. M. & H., D. A. P. & E.) should at least be equivalent to in-service training in a country. C. P. H., C. H. A. (Philippines), and D. P. H. (Singapore) should be recognized to be equivalent to Master's degrees.

The Master's and Doctorate degrees should be formally recognized as such by all countries.

D. A. Nutr. (Indonesia) is being developed into a Master of Science (Nutrition).

F. APPENDICES

RESA/F/1

OPENING SPEECH OF GENERAL NETR KHEMAYODHIN, SEAMES DIRECTOR

Mr. Deputy Governor,
Ladies and Gentlemen,

Within a period of one month, two international seminars have been organized by SEAMES. This is not because we feel that seminars or conferences are the only way of tackling international problems, but simply because the urgency of the problems common to all SEAMEO countries really calls for concerted efforts in seeking cooperative solutions. We have been fortunate enough to be able to secure financial assistance from the Royal Netherlands Government for both Seminars, for which we wish here to record our thanks. The problem we have to deal with at the present Seminar is, in my opinion, a universal problem. There is no denying that up to now nobody has found a magic formula for the establishment of degree equivalencies and the recognition of academic awards and standards. SEAMEO activities have always been problem-oriented and action-oriented, and the decision to organize this Seminar is already an expression of the SEAMEO philosophy, namely to face problems and never to evade them.

A question might arise as to whether exploratory works have already been done by other agencies on a national, bilateral or international basis. The answer remains that it is true that so many people have already attempted to find solutions to the problem of the recognition of academic awards, but SEAMEO is faced with a problem of a particular nature, and we cannot very well wait for other people to provide us with definitive answers. Most of our programmes have a training function as their main feature, and this means that we are performing, so to speak, the task of a huge educational institution with campuses located in various parts of Southeast Asia. Southeast Asia is, first and foremost, a geographical concept, and although we have been trying to achieve some form of unity in various fields of activities, it must be admitted that we still need a long time before we shall be able to establish collective educational criteria. Furthermore, it is no intention of the Organization to transcend national differences by way of eliminating all national characteristics, even in the field of education. But the problem facing us now could be solved and shall have to be solved, if SEAMEO hopes to carry on with the regional training programmes at all. Trainees coming from member countries with different educational backgrounds are admitted to our training Centres, and I think we have to congratulate the Directors and staff of these training Centres that the teaching of a mixed bunch of students has been quite successful. I do not want to sound self-congratulatory, but I think that so far the Centres have been able to find their own solution to the problem. It is now time that we should be thinking of finding a SEAMEO solution. How far we can go in establishing common criteria is a different matter. There is another problem which is even more portentous. Graduates from the SEAMEO Regional Centres, upon their return to their native countries, will certainly expect certain kind of recognition from their respective authorities. We may be strong on the "training" side, but rather weak on the "placement" side of the question, if I may put it that way. If no recognition is given by the home countries to the awards given by the SEAMEO Centres, then I can prophesy a rather grim prospect for the development of SEAMEO. I know that nobody here would want to imagine what it would be if, within a few years from now, too few candidates would apply for admission into the SEAMEO Centres, simply because nobody in their respective home countries would recognize what they would achieve at the Centres. Naturally, the courses offered by the Centres at present vary a great deal in duration and course content, and nobody would be so naive as to propose that the same kind of recognition should be given to all the courses. Recognition could also be interpreted in many ways. Some might look at the training received from the Centres as merely an intellectual enrichment for the individual trainees. This is certainly a "non-professional" approach in the widest sense of the word. But I think we should be a little more pragmatic. Recognition in terms of salary increase or promotion should not be dismissed as purely materialistic. I think that we should steer a middle course between categorical idealism and absolute pragmatism. It is no use talking about regional cooperation in abstract terms.

Mr. Deputy Governor, you will have gathered from what I have been expounding up to now that we have come to Chiengmai with a serious mission. But the salubrious air of your charming city might help to alleviate the burden we shall have to bear during the next four days. We have chosen Chiengmai not because we want to spend a leisurely vacation here, but we look at Chiengmai as an ancient seat of culture, which is a very appropriate venue for an educational meeting. We know very well that Chiengmai is now developing fast as a seat of learning too, and we are most happy to have an opportunity to establish a working relationship with the city of Chiengmai. We thank you, Mr. Deputy Governor, for the warm hospitality you have accorded to us. May I now call upon you to declare open the Seminar on Evaluation and Recognition of SEAMEO Awards.

RESA/F/2

OPENING ADDRESS BY THE DEPUTY GOVERNOR OF CHIENGMAI

Mr. Director,
Ladies and Gentlemen,

It is indeed a great honour for us, the residents of Chiengmai, that the Southeast Asian Ministers of Education Organization has come all the way to our city to hold this very important educational meeting. I have been informed that the original intention was to organize the present Seminar in Bangkok, but somehow the organizers changed their mind. Whatever be the motivating force behind this change, please rest assured that I have had no part in it! Chiengmai can always speak for itself.

May I, first of all, extend my warmest welcome to all the participants of the Seminar. I know that some of you have already been here on other occasions, either in connection with international meetings or on private visits. The city of Chiengmai is proud that it is able to extend hospitality to SEAMEO once again. It will be remembered that in November, 1968, the Third Meeting of the SEAMEO Project Centres/High Officials was also held here. I am indeed gratified that we now have an opportunity to renew our friendship with SEAMEO.

The importance of education to national development has been felt by all of us, and we can proudly say that Chiengmai has now become one of the most significant seats of learning in Thailand. Our University is growing very fast both in the number of enrollment and in academic activities. Chiengmai University has established contact with other institutions of higher learning in various parts of the world, and the number of scholars, academics and educators who have in recent years come to Chiengmai is known to be very impressive. I would also like to mention other major educational institutions in Chiengmai, such as the Teacher Training College and the Technical College, which are making their contribution towards the educational development of the country.

I have talked about national institutions only because we in Chiengmai are very modest people, but it is no exaggeration to say that we have never remained insular or provincial in the way of education. International seminars and conferences are another feature which has exposed Chiengmai to international contact. I have not spoken of tourism which has indeed become increasingly important in this part of the country.

For the newcomers to Chiengmai, I would like to give you a few tips. Chiengmai is rich in cultural heritage. Those of you who are particularly interested in traditional architecture will find plenty to keep you busy outside the business sessions of the Seminar. It is not for me to tell you what are the characteristics of the artistic masterpieces of our city. The best way would be for you to find this out by yourselves. I do not have to speak of the natural beauty of the city itself and the outlying districts, you can see this with your own eyes. For those interested in anthropology, or to be less academic, in the people themselves, the Meo villages might be worth a visit. The scholars among you may have already acquainted yourselves with the culture of northern Thailand through the innumerable publications available; you now have the chance to see a living reality.

It is a pity that His Excellency Sukich Nimmanheminda, the Minister of Education, Thailand, is not presiding over this Opening Ceremony himself. His Excellency was born and bred here and would have been able to tell you more about the charms of our beloved city. May I once again express our appreciation of the honour bestowed upon us. I now have great pleasure in declaring open the Seminar on the Evaluation and Recognition of Certificates/Diplomas/Degrees of the SEAMEO Regional Centres and Projects and to wish it every success.

RESA/F/3

ORIENTATION BY GENERAL NETR KHEMAYODHIN, SEAMES DIRECTOR, AT THE FIRST BUSINESS SESSION.

Mr. Chairman, Ladies and Gentlemen:

Before I ask the Assistant Director of SEAMES to present to you the SEAMES Working Paper, may I be allowed a few words in the way of an orientation for the Seminar. First, I would like to emphasize that I very well realize the difficulty of the task that lies ahead of us, and I have made this clear in my Opening Speech. But judging from the papers that have come in from the member countries and the project centres, I believe that some criteria could be established with regard to the recognition of SEAMEO awards.

The first point I would like to mention is the scope of our work. It is true that the problem we are tackling here and now is of universal stature, but I would like to ask the Seminar to bear in mind that we must consider the problem in the specific context of SEAMEO, that is to say we must tak cognizance of the procedures of recognition adopted by the respective member countries, and starting from this premise, we should then look at the problems related to the Project Centres. I know that the representatives of the member countries, especially those from the Civil Service, might feel rather uneasy if we were to ask them to make any commitment at this Seminar. It has not been our intention to press our friends from the member countries into accepting a ready-made formula. But I would plead that, should the Seminar arrive at a stage where it could propose common criteria for the SEAMEO countries, they would go back and plead to their appropriate authorities on our behalf for a certain degree of flexibility.

I do not think I need to explain how we have structured this Seminar: all such information has already been provided in the working papers. What I would like to request from the Seminar is that it should come up with *definite recommendations* which, in their views, SEAMES could act upon and which they think would be acceptable to SEAMEC. May I now call upon the Assistant Director of SEAMES to present the SEAMES Paper.

CLOSING REMARKS BY THE SEAMES DIRECTOR

Mr. Chairman, Ladies and Gentlemen:

You will remember that in my Opening Speech, I did strike a rather pessimistic note, that if the problems of recognition were not given the attention they rightfully deserved, we might be faced with a rather grim prospect for SEAMEO. I must confess I am feeling a little less pessimistic now. It is now clear to me that within five years, SEAMEO is no longer just a Southeast Asian aspiration, but it has become a living reality. I am proud to note especially the lively interests shown by representatives of the Civil Service of the Southeast Asian countries that SEAMEO is important to them and SEAMEO awards deserve just as much attention from them as qualifications from countries in Europe and America. I think it has become evident to us that the Civil Service people are not dogmatic as some cynics might have made them out to be. Whether you have noticed it or not, I have the impression that at this Seminar, they have very well proved how co-operative and flexible they are. One of them even spoke of the possibility of having a revaluation of archaic civil service rules in the light of new development in the educational field.

Why then have there been occasional complaints about the failure in recognizing academic and professional merits? I would ascribe this to a failure of communication. Whether you realize it or not, this Seminar has provided an opportunity of a unique kind for educators and civil service officials to establish mutual contact. We all know very well that even within one's own country, it is only rarely that such an opportunity would present itself. And to be able to provide such a forum on a regional basis is already a testimony of good faith. In the past, relevant information has been wanting; and the authorities had nothing to go by in their evaluation. I am sure that if anybody would emerge first from this Seminar with a smiling face at all, it would be the Project Directors. I am not saying that all their problems related to recognition and evaluation have been solved. But at least, they know that their works have been recognized — and of course there exist various forms of recognition; at least they know that they have created an impact on the Southeast Asian region; at least they are now certain that those people sitting opposite them at the Chiengmai Seminar also think that the works done at the SEAMEO Centres are important. Problems of specific and technical nature will persist, because innovative ideas and new programmes often entail new sets of problems. If the minimum that we have achieved at this Seminar is just that we have established a communication system which has been long overdue, I think we have sufficient reasons to congratulate ourselves.

The recommendations as proposed by the Select Committee and adopted by the Seminar are indicative of the soundness and sobriety which are characteristic of this Seminar. We have not proposed anything which is too ambitious. I would go so far as to say that there is a likelihood that the Council would endorse most of our recommendations. We have also made it clear to our friends at ASAIHL and RIHED that we are very modest people who know the limits of their own strength. We hope that they will respond favourably to our request.

Before I close, I wish also to express my thanks to representatives of the Ministries of Education, who have performed their function remarkably well as the intermediary between the Project Centres and the Civil Service. I am also grateful to the consultants from the Ford Foundation and the Regional Development Office who have been most helpful to the Seminar. Mr. Chaiman, Sir, may I be permitted to congratulate you on the wonderful leadership you have given to the Seminar and the Select Committee which has done a marvelousjob on the recommendations. This is not the first time that you have chaired a SEAMEO meeting, and we hope that we shall be able to count on your support on future occasions. My thanks also go to the Vice-Chairman, who has come to the Chairman's help at crucial moments. I cannot conclude without expressing our gratitude to the city of Chiengmai for its hospitality. The Chiengmai Seminar will go down in the recorded history of SEAMEO as a landmark in regional understanding. May I wish all the participants a safe return to their home-countries. I shall not say "good-bye" but "au revoir"!

RESA/F/5

AGENDA

A. Opening Ceremony

1. Opening Speech by the SEAMES Director
2. Opening Address by the Deputy Governor of Chiengmai

B. Plenary Sessions

1. Election of Chairman and Vice-Chairman of the Seminar
2. Remarks by the Chairman of Seminar
3. Adoption of the Agenda
4. Orientation by the SEAMES Director
5. Presentation of the SEAMES Working Paper
6. Presentation of Reports/Working Papers by:
   a) Civil Service Representatives of Member Countries
   b) Ministry of Education Representatives of Member Countries
7. Presentation of Working Papers by Centre Directors, with discussion following each presentation
8. Adoption of Seminar Report and Press Release

C. Closing Ceremony

1. Remarks by the SEAMES Director
2. Closing Address by the Chairman of Seminar

PROGRAMME

Monday, 24th May, 1971

08.00 — 09.00	: Registration of Participants and Distribution of Documents
09.00 — 09.30	: **Opening Ceremony** 1. Opening Speech by the SEAMES Director 2. Opening Address by the Deputy Governor of Chiengmai 3. Refreshments
10.00 — 11.30	: **1st Plenary Session** 1. Election of Chairman and Vice-Chairman of Seminar 2. Remarks by the Chairman of Seminar 3. Adoption of the Agenda 4. Orientation by the SEAMES Director 5. Presentation of SEAMES Working Paper
11.30 — 13.00	: Luncheon
13.00 — 15.00	: **2nd Plenary Session** Presentation of Reports/Working Papers by Civil Service and Ministry of Education Representatives of Member Countries
15.30 — 18.30	: Sight-seeing
19.30	: Dinner hosted by the Deputy Governor of Chiengmai

Tuesday, 25th May, 1971

07.00 — 12.00	: Sight-seeing
13.30 — 15.30	: **3rd Plenary Session** Continuation of Presentation of Reports/Working Papers by Civil Service and Ministry of Education Representatives
15.45 — 18.30	: **4th Plenary Session** Presentation and Discussion of Working Papers by Centre Directors

Wednesday, 26th May, 1971

08.30 — 11.30	: **5th Plenary Session** Continuation of Presentation and Discussion of Working Papers by Centre Directors
11.30 — 13.00	: Luncheon
13.00 — 15.00	: Select Committee Meeting (Afternoon free for non-committee members)
15.15 — 17.30	: Sight-seeing
18.15	: SEAMES Director's Dinner

Thursday, 27th May, 1971

08.30 — 11.30	: **6th Plenary Session**
	1. Adoption of Seminar Report and Press Release
	2. **Closing Ceremony**
	a) Remarks by SEAMES Director
	b) Closing Address by Chairman of Seminar
13.00 — 16.00	: Visit to the University of Chiengmai
16.45	: Departure for Airport for return to Bangkok

OFFICERS OF THE SEMINAR

Chairman	: Mr. Charoon Vongsayanha	Thailand
Vice-Chairman	: Dr. Do Ba Khe	Vietnam
Director of the Secretariat	: General Netr Khemayodhin	SEAMES
Rapporteur-General	: Mr. Khoo Eng Choon	SEAMES

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A. Delegates

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(ii) Mr. Soedirdjo,
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KHMER REPUBLIC :
(i) Mr. Yem Yim,
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(ii) Mr. Sum Chhum,
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(ii) Mr. Phung Trung Ngan,
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(ii) Dr. John Davis Williams,
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(iii) Dr. Harold See,
Consultant to National Education Council,
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RED : (i) Dr. Robert Jacobs,
Regional Education Advisor,
RED,
US Embassy,
Bangkok.

(ii) Dr. Robert G. VanDuyn,
Regional Education Advisor,
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Dept. of Teacher Training, Ministry of Education, Thailand.	:	(i) Mrs. Vilas Hannakin, Head, English Department, Pitsanuloke College of Education, Pitsanuloke.
ASAIHL	:	(i) Dr. Kusuma Snitwongsa, c/o Faculty of Political Science, Chulalongkorn University, Bangkok.
The Royal Netherlands Embassy	:	(i) Mr. R. H. Loudon, The Royal Netherlands Embassy, 106 Wireless Road, Bangkok.
E. SEAMES Officials	:	(i) General Netr Khemayodhin, SEAMES Director.
		(ii) Mr. Khoo Eng Choon, Assistant Director II.
		(iii) Dr. Medhi Dulyachinda, Asian Fund-Raising Consultant.
		(iv) Dr. Chetana Nagavajara, Special Programme Officer.
		(v) Mr. Robert Yeo Cheng Chuan, Information Officer.

ORGANIZING COMMITTEE

Chairman	: General Netr Khemayodhin
Vice-Chairman & Rapporteur	: Mr. Khoo Eng Choon
Coordinator	: Miss Kammala Punsabye Mr. Kriangkrai Sirimongkol
Public Relations and Press	: Mr. Robert Yeo Cheng Chuan Mrs. Linchong Phaovibul
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Conference Premises	: Mrs. Vajiraya Buasri Miss Kammala Punsabye Mr. Kriangkrai Sirimongkol
Registration, Information and Document Distribution	: Mrs. Linchong Phaovibul Miss Kammala Punsabye Mrs. Taree Sukharangsan Miss Vatanavalee Sinthuphan
Finance	: Miss Kammala Punsabye Mrs. Taree Sukharangsan
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SEAMES Office for Transport, Airport Reception and Accommodation (Bangkok)	: Mr. Chaturat Kalampakorn Miss Pasook Kaewichit Miss Sanya Smarug Mr. Tawan Sermsoonthornsil Mr. Somkid Timruang Miss Boonsom Pinratna

PRESS RELEASE

The four-day Seminar, convened by the Secretariat (SEAMES), was declared open in the morning of May 24 by the Deputy Governor of Chiengmai. It ended in the afternoon of May 27, 1971. In attendance throughout the Seminar were representatives of the Civil Service and Ministries of Education of the SEAMEO countries of Indonesia, Khmer Republic, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam; Directors of the 6 SEAMEO Project Centres, namely, the Regional Centre for Education in Tropical Biology (BIOTROP), the Regional Centre for Educational Innovation and Technology (INNOTECH), the Regional Centre for Education in Science and Mathematics (RECSAM), the Regional English Language Centre (RELC), the Regional Centre for Graduate Study and Research in Agriculture (SEARCA), and the Tropical Medicine and Public Health Project (TROPMED); consultants from the Regional Economic Development Office and Ford Foundation based in Bangkok; observers from the Royal Netherlands Government, ASAIHL, the Institute of International Education; and the SEAMES Director and staff.

Present at the Opening Ceremony, in addition to the above-mentioned, were also the Lord Mayor of Chiengmai; the American and Burmese Consuls; the Director of USIS of Chiengmai; the Rector and Vice-Rector of Chiengmai University and the Deans of the Faculties of Humanities, Social Sciences, Agriculture, Medicine, Education and Science of Chiengmai University.

As the title of the Seminar indicates, it was held with the aim of discussing the evaluation of awards of SEAMEO Regional Centres and Projects for the purpose of according them some form of recognition.

Mr. Charoon Vongsayanha of the delegation of Thailand and Dr. Do Ba Khe of the delegation of Vietnam were elected, respectively, Chairman and Vice-Chairman of the Seminar. The SEAMES working paper was first presented, followed by presentations of the working papers of the representatives of the Civil Service and the Ministries of Education of the SEAMEO member countries. Then the Project Directors presented their working papers which were discussed individually. The Seminar appointed a Select Committee of five to formulate recommendations for the consideration of the Seminar. The Seminar adopted twelve recommendations in all, as listed herein:

1. That Ministries of Education of member countries give careful attention to the selection of participants for training at the Centres to ensure that admission requirements as specified by the Centres are complied with and that the nominees are qualified to participate in the particular courses being offered.
2. That Centres make available to Ministries of Education or sending agencies concerned, on a confidential basis, assessment reports of trainees when such requests are made.
3. That certificates awarded by the Centres indicate the duration of the training programme, and list the courses taken including any special assignments or research projects undertaken.
4. That on completion of training, the returned participants be assigned by the authorities concerned to posts which would afford them maximum utilization of the training received at the Centres.
5. That formal entry be made in the service record of the participant who has completed training at any Centre, and that the professional experience acquired be given appropriate consideration for advancement purposes.
6. That SEAMEO member countries be urged to extend the same recognition to certificates and degrees granted under the SEAMEO programmes as is accorded to comparable awards or qualifications obtained from institutions in the home countries and/or reputable institutions outside the region.
7. That Ministries of Education/appropriate Civil Service authorities of member countries assist recipients of SEAMEO certificates who, upon approval of the proper authorities, wish to pursue further studies in line with their training in making approaches to institutions for recognition of their training, wherever possible, in conformity with the admission policies of the institutions concerned.

8. That SEAMEO formally request ASAIHL to make available to SEAMEO, at the earliest possible time, the results of their study of degree equivalences and institutional recognition of degrees among the colleges and universities of Southeast Asia.

9. That SEAMEO also explore the possibilities of collaboration and cooperation from other institutions or agencies, such as RIHED, in regard to recognition and equivalences of degrees.

10. That Centres establish appropriate mechanisms that would enable them to be constantly aware of and responsive to the basic problems and needs of the member countries in regard to their training programmes. Such mechanisms would include the following:

    a) Establishment of links between national centres and/or programmes and the Regional Centres.

    b) Continuous evaluation of programmes to provide feed-back from both participants and employing agencies/institutions.

    c) Clear definition of the policy-making and programme-review functions of the Governing Boards.

11. That Centres, in the announcement of courses, provide adequate information relating to minimum admission requirements, course content, and activities expected of trainees in order to assist nominating agencies in making effective selection and to inform prospective participants of course requirements in advance.

12. That SEAMES take appropriate steps to ensure that continuing dialogue is maintained among Ministries of Education, Civil Service authorities and Centres in furtherance of the objectives of SEAMEO.

These recommendations will be transmitted by SEAMES to the Southeast Asian Ministers of Education Council (SEAMEC) for their consideration and appropriate action at the next Council Conference in January 1972 in Vientiane, Laos.